Maine’s Alternative Certification Mentoring Program (MACM)

Where We Are
Where We’re Going
How We Want to Work with SAUs
Why was MACM developed?

- 34 CFR 300.17 changes from NCLB to ESSA language (December 2015)
  - Issues with Part B IDEA grant application assurances to OSEP

Do you know there is a link between licensure requirements and IDEA Part B funding?

As part of the application completed annually for IDEA Part B funding, states must address Assurance 14. States may address Assurance 14 by selecting either “yes” or “no.”

**YES**
We assure that all of our special education teachers are fully certified.

All of our special education teachers:

- Have obtained full certification by completing traditional or alternate preparation OR by passing the state special education licensing examination.
- Have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis.
- Hold at least a bachelor’s degree.

**NO**
We can NOT assure that all special education teachers are fully certified.

If all of your teachers do not have full certification, your state must attach a separate statement to the funding application assuring that special education teachers not fully certified hold bachelor’s degrees and are currently enrolled in an alternate program where they:

- Receive high-quality professional development that is sustained, intensive, and classroom focused.
- Participate in intensive supervision that consists of structured guidance and regular ongoing support or teacher mentoring.
- Assume teacher functions only for a specified period of time not to exceed three years.
- Demonstrate satisfactory progress toward full certification.
Changes in response

- **Maine DOE Office of Special Services worked with OSEP to develop a plan to address assurance:**
  - **Statutory changes** to Certification Ch 115
    - From 6 Certification options to 2: Professional, or Conditional
    - 3 years to earn Professional Certificate, no renewal of Conditional status
  - **MACM developed** to provide conditionally certified special educators with additional support
Anticipated Outcomes and Long Term Goals

• Improve new special education teacher retention through intensive 1st year support

• Increase number and quality of professionally certified special educators

• Increase statewide SAU capacity to support new special educators with differentiated supports to meet their specific, unique needs

• Create, maintain, and continuously update special educator mentor resources for use by local and regional educational entities
A little about special educator shortage

- **Special educator teacher shortage predates EHA**: President’s Panel on Mental Retardation identified a shortage as early as 1962 (in Blessing, 1967)

- **Consistent 10-12% special educator shortage nationally**
  - Maine: January 2019 about 3% of special educators had conditional certification
  - Number does not reflect # positions unfilled, or filled by long-term subs, teachers with waivered/targeted need certification

- **Teacher attrition** is main reason for shortage (i.e. Ingersoll, 2012); more than 50% leave special education within first 5 years teaching
Special educator attrition reasons

- Lack of role clarity
- Role overload, including paperwork requirements
- Excessive time commitments
- Inability to find home/work life balance
- Low salary
- Lack of administrative support
- Lack of effective mentoring
Participants in Alternate Certification pathways

- **Statistically** more likely to leave field within 3 years than those in traditional teacher preparation
  - Less well-prepared when entering classroom
  - Are often in most challenging schools, programs

- **In Maine**: overwhelmingly are former ed techs, and the GOOD news about former ed techs:
  - Have a clear awareness of the demands of special education
  - Previous experience, practical skills supporting students
  - Are usually connected to community, less likely to move in search of better pay
Areas novice special educators find challenging

- **Inclusion and Collaboration with**
  - Gen education colleagues
  - Administrators
  - Paraprofessionals
  - Parents

- **Pedagogy**
  - Curriculum, teaching, assessment
  - Materials
  - Behavior, Classroom management

- **Managing Roles**
  - Large, complex caseloads
  - Time management
  - Role confusion, conflicting expectations from administrators, colleagues, parents
  - Non-teaching demands
    - (IEP responsibilities, notifying parents, scheduling, record keeping, meeting timelines, etc...and, of course, paperwork)
Novice special educators

- More likely to remain in the field when mentored
- Likelihood increases when mentor is a special educator
- Increases more when mentor teaches a similar population
- Is most effective when the mentor is
  - A veteran special educator
  - Teaches a similar population
  - Teaches in the same district
  - Teaches in the same building
Special Educator Mentor Support

Creating a Climate of Support

- Strategies for Working with others
  - Connecting with colleagues
  - Supervising ed techs
  - Taking with administrators
  - Working with IEP teams

- Connect to resources
  - Classroom resources
  - School support services
  - Evaluating resources, materials
  - Curricular resources

- IEP programs, paperwork
  - IEP expectations
  - Managing timelines
  - Paperwork mgmt. strategies
  - Data collection, assessment
  - Writing IEPs

- Connecting with parents
  - Effective parent letters
  - Facilitating meetings
  - Sharing student progress
  - Ongoing communication
  - Using parent-friendly language

- Managing school/district procedures
  - Time management strategies
  - Understand special ed role in school & district
  - Integrating into school culture
MACM supports mentoring by offering...

- **trained special ed mentors** when needed
  - For districts that don’t have a special ed mentor available

- **special educator mentor training** (pilot session)
  - Short-term and long-term mentor training goals
  - special educator mentor “refresher” course (coming soon)

- **special ed-focused mentoring resources**
  - Mentor, Mentee Handbooks
  - Maine Special Ed Mentor Online Community

- **Needs Assessment Implementation Matrix (NAIM)**
  - to determine local level of adaptation
Needs Assessment Implementation Matrix

• Based on NCIPP* Induction for Beginning Special Education Teachers: Needs Assessment

facilitated by
Elaine Tomaszewski, Consultant
NAIM Development Coordinator

*NCIPP: National Center to Inform Policy and Practice For Special Education Personnel Development
NAIM is a tool designed to...

- Help SAUs articulate local induction plan and process for new special educators
- Assist PEPG team evaluating SAU support for special educator induction
- Offer model of differentiated support for new special educators grounded in evidence-based best practice
- Guide SAUs toward greater differentiation of special educator induction support (goal to increase new special educator retention), and
Identify systems-level topics for:

- mentoring
- technical assistance
- resource development

(by MACM and Maine DOE Educator Effectiveness)
The NAIM process

1. With local certification committee (if possible), **review** existing PEPG plan

2. **Compare** plan to NAIM matrix fields

3. **Complete Action Plan** and **Needs** documents and **return** to MACM

4. **Draft MOU** with MACM/DOE
   - for SAUs at Awareness or Adaptation level of differentiation for novice SED induction
   - Indicates that MACM releases special educator mentor assignment/oversight functions to SAU
• **Implementation Levels Chart**

  *Six Sections*
  - Program Goals
  - Program Elements
  - Program Evaluation
  - Human Resources
  - Fiscal Resources
  - Physical Resources

• **Action Plan**

• **Needs**
<table>
<thead>
<tr>
<th>Implementation LEVELS</th>
<th>Pre-adoption</th>
<th>Adoption</th>
<th>Implementation</th>
<th>Differentiated support for SED teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Induction support for ALL teachers</strong></td>
<td>No formal induction program</td>
<td>Meets minimum requirements for induction</td>
<td>In general, supports and implements comprehensive induction for all teachers</td>
<td>Aware of beginning SED support needs and is making efforts to address them</td>
</tr>
<tr>
<td><strong>Differentiated support for SED teachers</strong></td>
<td>Supports and implements comprehensive induction for both general ed and SED teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Does your SAU Induction Policy**

<table>
<thead>
<tr>
<th>Specify goals for your induction program?</th>
<th>Program Goals</th>
<th>Program Elements</th>
<th>Program Evaluation</th>
<th>SAU goals have some attention to beginning SEDs</th>
<th>Clear SAU-wide goals for supporting beginning SEDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>No goal for induction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals are not clearly articulated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear induction goals</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Require specific elements for mentoring or induction?</th>
<th>Program Goals</th>
<th>Program Elements</th>
<th>Program Evaluation</th>
<th>Program attends to some needs of beginning SEDs</th>
<th>Comprehensive induction program includes supports for beginning SEDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>No induction program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets some policy requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goes beyond minimum requirements</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specify steps for evaluating the support for beginning teachers?</th>
<th>Program Goals</th>
<th>Program Elements</th>
<th>Program Evaluation</th>
<th>Evaluation plan is consistent, multiple measures</th>
<th>Comprehensive, consistent plan used to drive continuous program improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evaluation plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Some evaluation, but not consistent or comprehensive</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation plan is consistent, has multiple measures</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Resource Allocation**

<table>
<thead>
<tr>
<th>Allocate staff positions dedicated to support teacher development?</th>
<th>Human Resources</th>
<th>Fiscal Resources</th>
<th>Physical Resources</th>
<th>Adequate staffing and support for beginning SEDs</th>
<th>Collaborative team effort to support needs of beginning SEDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allocate funding to support beginning teachers?</th>
<th>Fiscal Resources</th>
<th>Physical Resources</th>
<th>Adequate funding for multi-layered, targeted program that includes needs of beginning SEDs</th>
<th>Continuous funding stream to support the needs of beginning SEDs</th>
<th>Adequate physical resources, plan includes support needs of beginning SEDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Have physical resources (ie space, technology, infrastructure, materials)?**

<table>
<thead>
<tr>
<th></th>
<th>Physical Resources</th>
<th></th>
<th>Adequate physical resources, plan includes support needs of beginning SEDs</th>
<th>SAU has physical resources allocated to support the needs of beginning SEDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Goals

Flow Chart

See NAIM Page 4

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**Program Goals**

Start

- Does your SAU specify induction goals?
  - Yes
    - Are your SAU goals clearly articulated?
      - Yes
        - Ask the questions below:
      - No
        - No
          - You are at the Pre-Adoption Level
  - No
    - You are at the Adoption level

---

**Does your induction plan include goals for**

<table>
<thead>
<tr>
<th>Does your induction plan include goals for</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving SED instructional quality, content instruction for SED, SED pedagogy, and behavior management?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing collaboration between SED teachers, their colleagues, and parents of students with disabilities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving management data for student achievement and SED policies?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you answered **no** to all the questions in the table, you are at the Implementation Level.
If you answered **no** to any of the questions, you are at the Awareness level.
If you answered **yes** to all the questions, you are at the Adaptation level.
<table>
<thead>
<tr>
<th>AREA</th>
<th>CURRENT LEVEL (where you are now)</th>
<th>Evidence attached</th>
<th>ACTION Steps (How you plan to increase capacity in this area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM GOALS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRAM ELEMENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRAM EVALUATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMAN RESOURCES</td>
<td></td>
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<td>FISCAL RESOURCES</td>
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<td>PHYSICAL RESOURCES</td>
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**SAU Needs Chart**
See NAIM Page 11

**SAU NEEDS***

In order to complete preparation for MACM requirements our district would appreciate/needs access to the following resources:

<table>
<thead>
<tr>
<th>Area</th>
<th>Needed Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM GOALS</td>
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<tr>
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</tr>
<tr>
<td>PHYSICAL RESOURCES</td>
<td></td>
</tr>
</tbody>
</table>

*MACM and MDOE Educator Effectiveness will partner to help you identify locally needed resources (i.e. training materials, workshop sources) as possible. Data from all respondents will help MDOE determine systemic needs that may lead to development of regional or statewide resources or workshops.

Please return pages 10 and 11 to MACM Coordinator

[Valerie.smith@maine.edu](mailto:Valerie.smith@maine.edu) (preferred)
Valerie Smith
5766 Shibles Hall
Orono, ME 04416
Program Goals

Start

Does your SAU specify induction goals?

Yes

Are your SAU goals clearly articulated?

Yes

Ask the questions below:

No

No

You are at the Pre-Adoption Level

No

You are at the Adoption level

Yes

Does your induction plan include goals for

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If you answered no to any of the questions, you are at the Awareness level.
If you answered yes to all the questions, you are at the Adaptation level.
Example 2

Program Evaluation
Program Evaluation

Does your SAU specify steps for evaluating the induction support for beginning teachers?

Yes

Does your SAU induction evaluation beyond the minimum state requirements?

Yes

Answer the questions on the following table:

<table>
<thead>
<tr>
<th>Does your Induction Evaluation include...</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data from mentor/mentee surveys?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>De-identified data from mentoring logs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data from mentee participation in professional development?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data from mentor participation in professional development?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No

You are at the Pre-Adoption level

No

You are at the Adoption level

If you answered no to all of the questions in the table, you are at the Implementation level. If you answered no to any of the questions, you are at the Awareness level. If you answered yes to all of the questions, you are at the Adaptation level.
Example 3

Fiscal Resources
THINK ABOUT

• What types of special educator induction evidence (or practices) reflect differentiation in each of 6 areas?

• What support could help your SAU move along the matrix toward greater support/differentiation?
Questions, Observations,
AND GOOD IDEAS?
THANK YOU
We appreciate your participation!

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581-2419

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NAIM Development Coordinator
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https://umaine.edu/edhd/research-outreach/macm/