OFFICE OF QUALITY PROFESSIONALS
Summary of State Board of Education Items
June 18-19, 2009

EDUCATOR LICENSURE

Approval to begin the Administrative Procedures Act Process: To Approve a Revision to the Licensure Guidelines for American Board Certification (ABCTE) Alternate Route to Amend the Mentoring Requirement as Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure Development

Specifications:

On May 8, 2009, the Certification Commission approved a revision to the licensure guidelines for American Board Certification for Teacher Excellence (ABCTE) alternate route program. All Mississippi approved alternate route programs require the candidates complete a one-year teaching internship. The ABCTE program was originally approved by the State Board to include a mentoring component during the teaching internship that requires the mentor be a National Board certified teacher in the same subject area as the candidate or the mentor be trained by the state approved Teacher Center mentoring program. The ABCTE national alternate route program offers their own mentoring program for their prospective teachers and are asking the Mississippi State Board to approve their program as an option for the mentors of ABCTE teachers in our state. The mentoring program offered through ABCTE is offered in collaboration with the University of Virginia. The Certification Commission approved the use of the ABCTE mentoring program as another option for mentor training by the certified teachers who will mentor ABCTE candidates during their internship.

Attachments:

1. Licensure guideline for American Board Certification with proposed revision page 42 of the Licensure Guideline book
2. Description of ABCTE Mentoring program at the University of Virginia

Proposed Revision to American Board Certification Mentoring component:

APPENDIX H ALTERNATE ROUTE FOR TEACHERS continued	
	American Board Certification **for Teacher Excellence Passport to Teaching**
Subject Areas of Licensure	Biology, Chemistry, English, Math, Physics (7-12)
Program **Entrance Requirements**	Bachelor's degree from a regionally/nationally accredited institution of higher learning Fee paid (includes background check) Assessments in subject area and pedagogy Assignment of advisor and prescribed individual study profile
Requirements for Initial One-Year Alternate Route License	1. ABCTE Passport to Teaching Certificate 2. Letter from school district stating commitment to employ
Location and Contact Information	American Board Certification for Teacher Excellence 1225 19th St. NW, Suite 400 Washington, D.C. 20036 Email: www.abcte.org Phone: 1-877-669-2228
Requirements for Five Year Alternate Route License	1. One-year teaching internship with mentoring *(mentoring must be by National Board Certified teacher or MDE trained mentor certified in same subject* ***area or mentor may complete ABCTE program mentor training approved by MDE)*** 2. Must complete training in one of the following: • MAPQT 3-week summer training • MDE 7-week online professional development course • MAT 6 hours of initial graduate university courses *(can be applied to masters degree)*
Fees	Fee to ABCTE for initial assessment and exam Fee for mentor Fee for training varies per selection

ABCTE'S MENTORING PROGRAM

The American Board for the Certification of Teacher Excellence (ABCTE) believes that providing a solid structure of feedback and support throughout a teacher's first year in the classroom is essential for both their happiness and success. To that end, ABCTE has entered into a collaborative relationship with the University of Virginia's Center for Advanced Study of Teaching and Learning (CASTL). CASTL has developed an observational rubric called the Classroom Assessment Scoring System (CLASS), which is used as the basis of our ongoing support program. CLASS is an observational instrument developed by CASTL to assess classroom quality. It covers multiple "dimensions" of teaching that are linked to student achievement and social development, and has been validated through research and observation in over 2,000 classrooms.

CLASS measures teachers on 11-12 different dimensions (which vary somewhat between primary and secondary-level classrooms). These dimensions are sub-categories of four domains.

Emotional Support- Refers to what teachers do to help students develop supportive relationships with both teachers and their peers, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy and independence.
Dimensions included are:
Positive Climate- warm affect, connection and respect expressed between teacher and student and among students.
Negative Climate- the level of expressed negativity demonstrated by the teacher and/or students.
Teacher Sensitivity- the teacher's awareness of, and responsiveness to, students' academic and emotional concerns.
Regard for Student Perspectives- the extent to which a teacher is able to meet and capitalize on the social and developmental interests and point of view of students.

Classroom Organization- Refers to the things teachers do to help students develop skills to regulate their own behavior, get the most learning out of each school day, and maintain interest in learning activities.
Dimensions included are:
Behavior Management- the extent to which a teacher is able to encourage desirable behavior, and to prevent and redirect misbehavior.
Productivity – how well the teacher manages that classroom, allowing students to have maximum instructional time.
Instructional Learning Formats- what types of activities and materials a teacher provides in order to engage students in the lesson.

Instructional Support- Refers to what teachers do to help students learn to solve problems and think creatively, get individualized feedback about their learning, and develop more complex analytical skills.
Dimensions included are:
Quality of Feedback- feedback focused on a student's learning and understanding, as opposed to right/wrong answers.
Concept Development (primary only)- the teacher's use of discussions and activities to promote high level thinking skills among students.
Language Modeling (primary only)- the quality and amount of teacher's language-facilitation techniques.
Procedures and Skills (secondary only)- explicit learning opportunities provided to students to help them remember when and how to use specific procedures and skills
Content Understanding (secondary only)- the emphasis and approaches a teacher uses to help students understand both the overall context and key ideas in a lesson.
Analysis and Problem Solving (secondary only)- the approaches a teacher uses to help students engage in higher level thinking.

Student Outcomes- Refers to the degree to which the teacher facilitates student participation in the learning activity being presented

Dimensions included:
Student Engagement- the level of participation and active engagement of students in the classroom.

Each teacher will be granted access to UVA's CLASS video library (www.classobservation.com). The CLASS video library contains video clips of high quality teaching in each of the CLASS dimensions across more than 70 classrooms, with a diverse group of teachers and students. There is one library housing videos of teachers at the secondary level, and one for those teaching at the primary level. These videos provide an opportunity for teachers to observe specific interactions and behaviors that exemplify each of the CLASS dimensions. There is detailed audio commentary on the specific teacher behaviors that illustrate each CLASS dimension.

In addition, each teacher will be given a workbook as an accompaniment to the video library, allowing them to practice their observations skills and to answer reflective questions linking what they observe on the website with their own teaching practice.

Utilizing the CLASS video library during the first years of teaching assists new teachers in viewing their classroom through a unique and structured lens. Using the video library in conjunction with the workbook reflection activities allows teachers evaluate their own teaching skills, as well as their challenges and techniques, in a systematic and structured way. Effective classroom strategies and best practices are easily illustrated with examples from the CLASS video library and quickly internalized through reflection activities. Access to the CLASS video library provides new teachers with clear and specific examples of strategies to use in a wide variety of challenges they will encounter throughout their first year.

MENTOR RESPONSIBILITIES (SELECTION CRITERIA AND TRAINING)

To become an ABCTE mentor, experienced teachers must be currently teaching in the same school and/or subject area as the new teacher, and will preferably teach at the same grade level as the new teacher. The mentor must have a minimum of three years experience in the classroom and be approved by their current principal. Additionally, the mentor must be willing to provide ABCTE with a copy of their teaching certificate and a complete application form.

As participants in the ABCTE Mentoring Program, mentors are required to attend an online mentor training session, which will outline the program and cover basic mentoring strategies. Mentors are also required to attend a minimum of six conference calls focusing on one or two specific dimensions throughout their new teacher's first year in the classroom. After each training, mentors will be required to do a one-hour observation of their new teacher, focusing on that particular dimension. Mentors are provided with dimension-specific feedback forms, with guidelines on what to look for in the classroom, as well as discussion topics/questions to cover with their new teacher after the observation has been completed. In addition to the observations, mentors are also responsible for recommending videos from the CLASS video library to assist teachers with development areas as needed, and to walk them through workbook activities as requested.

NEW TEACHER RESPONSIBILITIES

Participants in our Transition to Teaching program are required to take part in a mentoring program throughout their first year in the classroom, using either the ABCTE program or their district's mentoring program, depending on district requirements. If they elect to use ABCTE's Mentoring Program, all costs will be covered under their scholarship. All other teachers who are not a part of the grant program and interested in participating in the ABCTE Mentoring Program must register online and pay a $975 enrollment fee.

New teacher participants are responsible for working with their school and/or district to identify an appropriate mentor. In addition to being observed in the classroom six times, new teachers will be required to view any CLASS videos and to complete any reflection activities recommended to them by their mentor. New teachers will also have access to ABCTE's New Teacher Hotline, a monthly podcast hosted by teacher trainers, and will have the opportunity to listen to those podcasts throughout the year.

BENEFITS TO THE ABCTE MENTORING PROGRAM

For Mentors:

Becoming an ABCTE Mentor is a unique professional development opportunity for experienced teachers to enrich their own pedagogy. In addition to the professional development aspect, mentors who complete all training and observation requirements will be compensated $700.

For New Teachers:

Being mentored under the guidelines of the CLASS system allows new teachers to approach many of the most common challenges of first year teaching in a systematic and structured way. Mentor feedback is easily illustrated with examples from the CLASS video library, and quickly internalized through reflection activities. Access to the CLASS video library and New Teacher Hotline provide new teachers with clear and specific examples of strategies to use in all variety of challenges they will encounter throughout their first year.

MENTORING PROGRAM RESOURCES

Access to UVA's CLASS video library
Access to ABCTE's Mentoring Overview webinar (new teacher's only)
The CLASS Handbook, including an introduction to the CLASS, a Professional Development Dimensions Overview and reflection activities (mentor handbooks will also include observation sheets)
ABCTE's Mentoring Guide (mentor's only)
ABCTE's Mentor training (mentor's only)
A minimum of 6 UVA-lead conference calls (mentor's only)