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Information

Professional Services Committee

Discussion of the Concept of a Third Tier Teaching Credential

Executive Summary: This agenda item introduces the concept of a third tier teaching credential and reports on a brainstorming discussion held in August to discuss this concept.

Recommended Action: For information only

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

October 2008

Discussion of the Concept of a Third Tier Teaching Credential

Introduction

This item introduces the concept of a third tier teaching credential, including an explanation of the origins of the concept and a discussion of several issues raised in a brainstorming session held with stakeholders. This topic has come to the forefront recently in part due to the statewide increase in the use of experienced teachers as mentors, support providers, master teachers, teacher leaders, and providers of professional development services to other teachers. This increased use of the knowledge, skills and abilities of experienced teachers as peer developers and supporters has come in large measure as a result of programs such as Induction and Internships, as well as local efforts to improve teacher quality in order to improve student achievement. Each of these types of efforts and activities require and/or rely heavily on peer support and development services. Questions have been raised as to whether teachers are appropriately recognized and/or prepared for these types of roles with the existing teaching credential.

Staff seeks direction from the Commission about further exploration and consideration of this topic.

Background

California's system of credentialing reflects the "Learning To Teach Continuum" proposed by the SB 1422 advisory panel and established in state law by SB 2042 (Chap. 548, Stats. 1998). The Continuum encompasses, in sequential order, the acquisition and demonstration of subject matter competency; the completion of an educator preparation program with focus on subject specific pedagogy, intensive field experience and demonstration of the teaching performance expectations; and the completion of a two year induction program or approved clear credential program. Despite the fact that teachers continue to develop in their profession throughout their careers, the Learning To Teach continuum itself, insofar as it is used for credentialing purposes, is completed once the teacher is integrated into the profession by having earned the clear credential.

The role of experienced teachers as essential instructional leaders in California's schools, however, has become increasingly important given the profound educational changes that have taken place over the past decade. The current credentialing structure relies heavily on the participation of experienced teachers to serve in roles as master teachers, mentors, induction support providers, and fieldwork supervisors. Further, the entire educational system relies on experienced teachers to serve as instructional leaders in myriad leadership roles including department chairs, curriculum coordinators, peer coaches, literacy or mathematics coordinators, assessment coordinators and accreditation coordinators. While the current credential structure permits existing teachers to serve in these instructional support and leadership positions, except in a few instances, the system does not provide formal preparation or recognition for the important roles these individuals play.

Further, the current credential structure provides limited choices for veteran teachers looking for new opportunities to apply their experience and expertise. One available option is for an experienced teacher to pursue and serve in an administrative capacity under an Administrative Services Credential. This option, while addressing a critical need for more administrators, has the disadvantage of depleting the reserves of experience and expertise available to assist students in the classroom. Another available option is for an individual to earn a Specialist Credential or authorization. Specialist authorizations such as the Bilingual Specialist and the Reading and Language Arts Specialist Credential authorize the holder to deliver staff development, develop and coordinate curriculum, and deliver programs in those particular areas. Specialist Credentials do not exist in all discipline areas. Additionally, an experienced teacher could decide to pursue a Pupil Personnel Services Credential as another avenue to utilize his or her educational experience. Finally, an experienced teacher could seek other instructional leadership opportunities within the current teaching credential structure. It is possible that some experienced teachers, not satisfied with the current options, leave education entirely to pursue new challenges and opportunities.

As illustrated by the relatively limited number of options described above, the role of an experienced teacher who has been providing support services to beginning teachers for many years, for example, is not formally recognized in the current credential structure. The idea of incorporating the important role of teacher leadership into the credential system is not a new one, but has been proposed over time in different ways by different groups, individuals and/or organizations. Some have proposed the idea of such recognition in the context of increasing teacher retention, while others have focused on the possible instructional benefits of promoting teacher quality and, as a result, on the potential for increasing student achievement. Individuals and organizations as varied as Linda Darling-Hammond from Stanford University, former California Secretary of Education Alan Bersin, and the Center for the Future of Teaching and Learning (CFTL) are just a few of the many that have discussed, explored and commented on the critical importance within the educational system as a whole of the contributions of experienced teachers.

The SB 1422 Advisory Panel which served as a precursor to credential reform that took place through SB 2042, also considered this concept. In its 1997 report to the Commission, *California's Future: Highly Qualified Teachers for All Students*, (<http://www.ctc.ca.gov/reports/Highly-Qualified-Teachers-1998.pdf>) the SB 1422 panel recommended the development of a Professional Services Certificate to authorize experienced teachers to provide special services to new teachers and credential candidates. The recommendation noted that these individuals would participate in Beginning Teacher Support and Assessment Program support provider training, including elements of portfolio development, coaching, supervision, and professional growth advisement. In addition, the SB 1422 panel report contained additional related recommendations that encouraged career-long professional development. A copy of the SB 1422 recommendation for the Professional Services Certificate is included as Appendix A.

The SB 1422 panel's objective was to develop a career ladder for experienced and effective teachers that did not necessarily take the individual out of the classroom. The intent of the panel in this regard was that such a certificate or credential could help make more consistent the training and preparation for these individuals while also providing them recognition for the work

they do in supporting new teachers. This recommendation, however, was one of the recommendations not implemented by the subsequent development of SB 2042 and is not reflected in the current credential structure.

The California Department of Education has also recognized the increasing role of experienced teachers as instructional leaders. In a document entitled *Developing Highly Qualified Teachers and Administrators Initiative: A White Paper on Developing Highly Qualified Teachers and Administrators for California Schools*, (<http://www.cde.ca.gov/eo/in/se/documents/yr06soeatta.doc>), issued in February 2006, the Department notes:

Research indicates that there are two pathways for teachers who would like to extend their professional career. One pathway involves becoming a teacher leader. The second pathway involves becoming a school administrator. Both pathways involve leadership roles necessary for increased student academic achievement and overall school improvement. It is important to find ways that teachers' leadership abilities can be used without teachers leaving the classroom to become administrators.

The report further notes that:

Teacher leaders model effective instructional practices, assist teachers with building expertise, serve in leadership roles on committees, and set the tone for the learning environment within a school. Teacher leaders create enduring change that improves student learning and has a profound impact on the professional lives of newer, less experienced teachers. Teacher leaders must be prepared and knowledgeable about all facets of professional learning, including adult learning theories, effective instructional practices, lesson study, and coaching strategies.

Finally, the report recommended that the state expand programs that address teacher leadership development.

A diverse panel of education experts and policy makers brought together by the CFTL noted in its report *Teaching Quality in California: A New Perspective to Guide Policy* (<http://www.cftl.org/documents/2008/teachingqualitybrief.pdf>) the following:

The panel also noted that teacher professional growth needs to include differentiated career opportunities. Because of the lack of opportunities to assume different roles as individuals mature in the profession, typical career paths have teachers doing the same thing on the first and last day of their careers. The roles of teachers need to be more evolutionary, perhaps with specialized domains of expertise that more experienced teachers could develop.

The Governor's Committee on Education Excellence issued a similar recommendation in its November 2007 report *Students First, Renewing Hope for California's Future* (<http://www.everychildprepared.org/docs/summary.pdf>). In this report, the Committee noted that the state should professionalize teaching by:

...creating career advancement opportunities so that teachers will be able to advance from novice teachers to career, mentor, or master teachers, depending on their interests

and abilities; take on leadership roles without leaving the classroom; and receive compensation commensurate with their responsibilities.

Report on Brainstorming Session with Stakeholders

To begin an exploration of the concept of differentiating and recognizing teacher leaders, mentors, and other advanced professional development roles, Commission staff held an initial brainstorming session with stakeholders on August 13, 2008. Presentations were made by several individuals to provide a shared framework for the discussion. Beverly Young, Assistant Vice Chancellor, CSU Chancellor's Office, discussed the report and recommendations of the SB 1422 panel, of which she was a member. Mary Sandy, Director of the CRESS Center at UC Davis, discussed an idea for a multi-leveled credential system that she has been exploring with former Secretary Alan Bersin. This idea is one which he advocated during his official role as the state's Secretary of Education. Such a system would include advanced levels recognizing the expertise of experienced teachers as critical factors in both the support of new teachers and in their roles as key instructional leaders within the school community.

Jenny Morgan, representing the Santa Cruz New Teacher Center, shared information from the Center's extensive experience in the development of teacher leaders. She reviewed the principles of high quality mentoring, practices that support teacher leadership development, and possible data sources to be used to support teacher leadership development. In addition, she noted the numerous benefits of mentoring and developing leadership in teachers including that it heightens the commitment to the teaching profession and increases the likelihood for leadership roles within schools and districts.

Also helpful to the discussion was the perspective of the California Department of Education, represented by Ellen Jensen-Ringer, Administrator, Professional Development Unit, who noted the Department's support for continued discussions about the important role teacher leaders play and how these roles might be incorporated into the credential structure. Included with this agenda item as Appendix B is a partial listing prepared by the Department staff documenting the increasing role of the teacher leader in many of the state initiatives over time that rely upon their participation for success. It was shared that in 2006, Senator Torlakson sponsored SB 1433 to create the California Teacher Leadership Pilot Program. The program would have provided money for training and professional development of experienced teachers to serve as teacher leaders. The intent of the legislation was to build on the current, scientifically-based research in education that suggests that teacher leadership facilitates improvement in schools and that two professional development practices, instructional coaching and professional learning communities, show particular promise. If it had been enacted, SB 1433 would have provided funds for local educational agencies for these purposes.

Lastly, Commission staff shared information collected about the licensing process in other states and whether any states had incorporated into their systems anything similar to the concept presented in this item. A copy of this limited research project is included as Appendix C. It is important to note that of the states listed, none requires an authorization to provide support services to individuals in teacher training programs or to new teachers. Nor do any of the states listed require an authorization for experienced teachers to serve as teacher leaders in the public schools.

Most participants in the brainstorming session recognized the increased importance of experienced teachers as instructional leaders in their school communities – whether they are in roles where they are supporting and mentoring new teachers or serving in a variety of leadership positions at schools, districts, or county offices. There was widespread agreement that more discussion, identification of the issues, and deliberation would be necessary prior to determining whether California should pursue the development of such a credential, recognition, and/or authorization. Among the questions raised were:

- a) Questions Related to the Purpose/Objective to be Achieved
 - Is there a problem or issue that the authorization would address? If so, what? A common, well articulated description of the problem would be a crucial first step.

- b) Questions Related to the Credential/Authorization
 - What would be the focus of a third tier credential/authorization? For example, would the focus be to support the training of new teachers, teacher leadership in a specific curricular area, something else, or a combination of one or more of these? Should there be more than one third tier credential/authorization or specialized areas for a third tier credential/authorization?
 - What services would be authorized by such credential/authorization?
 - Would the credential/authorization be mandatory or optional in order to provide the services?
 - How would the current specialist credentials be affected by the development of such a credential/authorization? How would the existing specialist credentials such as Bilingual Specialist, Reading Specialist, and Mathematics Specialist, for example, be similar or differ from a third tier authorization?
 - How does the Administrative Services Credential authorization factor into this discussion?
 - Could there be a way to restructure our current credential system to recognize the role of instructional leaders that is different from the two-tracked career system we currently have (i.e., the teacher track and the administrative track)? Would it be possible to create a system that can recognize instructional leaders whether they are administrators or teachers that allows for seamless transition into and out of the role for both administrators and experienced teachers as needed by the district/school? The analogy of a double helix was used to provide a possible visual representation of this concept.
 - If the current credential permits the individual to provide staff development, provided it is in a subject specific area for which they hold a credential, is there a need for another credential? Does the current credential specifically allow the credential holder to serve in a staff development role?
 - Would there be a nexus with the National Board Certification process in some way?

- c) Questions Related to Preparation and Training
 - What would the training expectations and requirements be for this credential/authorization and how could the Commission ensure consistency in this regard?

- Would the credential/authorization require the development of standards for the preparation and training of these individuals?
 - How would the preparation process for a third tier credential/authorization be structured to assure the quality of individuals providing services to new teachers? Might the authorization require a set of baseline experiences or training?
- d) Questions Related to Local Control and Hiring Practices
- How could a credential/authorization be developed that would maintain local flexibility in hiring and staffing needs and ensure that the flexibility that currently exists is not eroded?
 - What role would those that hold this credential/authorization have with respect to evaluation and supervision of certificated staff?
- e) Questions Related to Creating Unintended Consequences
- What could be done to ensure that the development of such a credential/authorization does not adversely impact the opportunities individuals currently have to develop as teacher leaders?
 - What steps would need to take place to ensure that such a credential/authorization does not serve as a barrier for qualified individuals to serve in these roles?
 - How would the development of a third tier teaching credential/authorization impact the ability of teachers to serve in the roles in which they are currently allowed to serve?
 - What might be some of the other unintended consequences of developing such a credential/authorization?
 - Might the development of a third tier credential/authorization actually slow, rather than expand, the recruitment of new teacher leaders by turning what presently occurs without a formal process within the school community into something formal and potentially more bureaucratic?

The above list includes some of the many questions raised at the brainstorming session that would need further exploration before the Commission could determine whether a given proposal for moving forward has sufficient merit. In addition to future discussions, some participants raised the possibility of conducting a needs analysis followed by a pilot program when appropriate within the development process if the process does move forward.

Next Steps

Commission staff asks for direction from the Commission on the following questions:

- Does the Commission feel that this idea of a third tier authorization/credential has sufficient merit for staff to move forward with discussions in some manner?
- If so, should staff continue exploratory discussions on this topic with stakeholders?
- Or, does the Commission believe it has sufficient information at this time to direct staff to bring back a plan and timeline for the creation of a panel to formally study this concept?

Appendix A

Excerpt from the SB 1422 Panel Report (1997)

GENERAL POLICY RECOMMENDATION #12

ESTABLISH AND IMPLEMENT A PROFESSIONAL SERVICES CERTIFICATE.

The credential structure should accommodate the need for teachers with advanced expertise who can provide special services to other professionals (such as support and assessment of beginning teachers, supervision of student teachers and interns, and service as professional growth advisors). Such a structure would establish a career ladder, enabling veteran teachers to advance their careers while remaining in their classrooms as they continue to guide, assist and supervise teacher candidates and new teachers.

SPECIFIC POLICY CHANGES RECOMMENDED BY THE ADVISORY PANEL RELATED TO GENERAL POLICY RECOMMENDATION #12

- 12-A The Commission should create a *Professional Services Certificate* that authorizes experienced teachers to provide special services to new teachers and credential candidates.
- 12-B To receive a *Professional Services Certificate*, a teacher must:
- (a) Possess a current, valid *Level II Teaching Credential* or an equivalent credential or certificate as determined by the Commission.
 - (b) Complete the 150 hours of professional development required for renewal of the *Level II Teaching Credential*;
 - (c) Document three years of successful, exemplary teaching with a *Level II Teaching Credential* (or the equivalent). Site administrator evaluation must be included as well as other types of documentation (e.g., personnel letters, stakeholder/colleague letters, teaching awards, assessment outcomes);
 - (d) Write a letter outlining reasons, plans, and intentions in seeking this Certificate;
 - (e) Successfully complete a Commission-approved Professional Services Certificate preparation program that meets standards developed by the Commission and the Department of Education.
- 12-C The Commission and the California Department of Education should jointly develop standards for *Professional Services Certificate* preparation programs. Program components should include existing elements of Beginning Teacher Support and Assessment Program Support Provider Training and Assessor Training, plus new elements for portfolio development, coaching and supervision, and professional growth advisement. Programs may be developed to meet these standards and be offered by institutions of higher education (IHEs), districts, other institutions, or collaborative consortia. The sponsors of programs should submit program plans to the Commission for approval before commencing operation. Then the approval process should continue on a regularly-scheduled basis.
- 12-D The Professional Services Certificate should be valid for five years. Renewal requirements for the certificate will match the renewal requirements for the prerequisite credential held by each teacher. To renew the certificate, candidates would complete professional development as required for renewal of their prerequisite credential; document successful service in a professional services role and/or continued exemplary teaching; and update their training for their professional services role as needed. At the time of renewal, teachers with renewable credentials may choose to renew their Level II Credentials only by meeting those requirements instead of the Professional Services Certificate renewal requirements. To maintain the Professional Services Certificate, holders of credentials that do not require renewal would not be required to meet the 150-hour renewal requirements. However they would need to keep their professional services training up-to-date and continue to serve successfully in the professional services role and as exemplary teachers.
- 12-E Teachers who have previously or are currently providing services authorized by the Professional Services Certificate can continue to provide these services until they must renew their current credentials (a maximum of five years). At that time, they must apply for the Professional Services Certificate and meet the requirements listed in 12-A to continue to provide services authorized by the certificate.
- 12-F Additionally, programs (IHEs, districts, others) utilizing teachers and others in *Professional Services Certificate*-authorized roles will have a phase-in timeline to ensure that, eventually, all those serving in this capacity are appropriately trained and certified.
- 12-G Individuals who serve as Professional Development Advisors must hold Professional Services Certificates or the equivalent.

Appendix B

Overview of California’s School Reform Initiatives and Perspective on Teacher Leadership: Opportunities and Practices

August 2008

(Prepared by the California Department of Education)

The following historical outline highlights several of California’s initiatives that have provided opportunities for teachers to take leadership roles in support of educational programs at the local and state level.

1987	National Board for Professional Teaching Standards Certification. Teachers who achieve National Board Certification (NBC) have met rigorous standards through intensive study, expert evaluation, self-assessment and peer review. <i>Being recognized as NBC creates opportunities for teachers to become content experts and provide support to new and experienced teachers at the school and state level.</i>
1988	Beginning Teacher Support and Assessment (BTSA) Program. Goal of this program is to provide an effective transition into the teaching career for first and second year teachers in California. <i>Provides teachers with an opportunity to be a support provider to beginning teachers.</i>
1988	California Subject Matter Projects. Nine subject matter projects <i>provide opportunities for teachers to be leaders in instructing other teachers.</i> The projects are designed by university faculty, teacher leaders, and teacher practitioners to improve instructional practices that can lead to increased achievement for all students. <i>The projects are dedicated to teacher leadership.</i>
1997	State Board of Education (SBE) approved the state content standards for both English-language arts and Mathematics for each grade level.
1998	SBE selected and the Department of Education (CDE) administered the STAR program (Standardized Testing and Reporting Program).
1998	SBE adopted the English-language arts framework for alignment with the content standards.
1999	SBE adopted the Mathematics framework for alignment with the content standards.
1999	The legislature passed and the Governor approved AB 2041 which established the standards-based instructional materials program (1998-99 through 2001-02). Under AB 2519 local educational agencies were encouraged to adopt SBE instructional materials for K-8: mathematics and reading/language arts; and, for 9-12, local board adoptions occurred through public hearings and resolutions.
1999	The Governor introduced AB 2X (1999-00 through 2001-02) to establish the first statewide Mathematics and Reading Professional Development Institutes (PDI) through the University of California in cooperation with the California State University and the independent colleges and universities. <i>Thousands of teachers were trained as instructors for PDIs which provided them with a leadership opportunity.</i>
2001	National Board for Professional Teaching Standards Certification. Provides a \$20,000 incentive award for California National Board Certified Teachers (NBCTs) who teach in high-priority schools.
2001	<i>No Child Left Behind Act</i> included the Reading First initiative. <i>Instructional coaching became paramount as a result of Reading First.</i>
2001	<i>No Child Left Behind Act</i> included Highly Qualified Teacher guidelines (bachelor’s degree, content knowledge, and appropriate credential.) <i>Provides opportunities for teachers to take leadership roles in support of teachers in their district.</i>
2001	Peer Assistance and Review (PAR). <i>Assistance and support to these teachers are provided by exemplary teachers within the district and includes support in subject matter knowledge, teaching strategies, or both.</i>
2001	SBE approved the adoption of Mathematics instructional materials, K-8.

2001	SBE adopted the Foreign Language framework .
2001	The CAHSEE was offered for the first time in spring 2001 to volunteer ninth graders (Class of 2004).
2002	SBE approved the adoption of Reading/language arts/English language development instructional materials, K-8.
2002	SBE adopted the Health curriculum framework .
2002	SBE and the CDE implement the Mathematics and Reading Professional Development Program, [AB 466: teachers and paraprofessionals] and the Principal Training Program [AB 75]. <i>Provided an opportunity for teachers to be leaders as content expert reviewers at the state level for all three modules, and to be instructors for these programs.</i>
2003	The class of 2005 took the CAHSEE for the first time in spring 2003. In July 2003, the SBE took action to move the passage of the CAHSEE as a diploma requirement to the Class of 2006. The Class of 2006 took the CAHSEE for the first time as tenth graders in February 2004.
2004	SBE adopted the Visual and Performing Arts and the Science curriculum frameworks .
2005	The Legislature passed and the governor approved the reauthorization of the Administrator Training Program, AB 430. <i>Provides opportunities for teachers to be leaders as content expert reviewers at the state level for all three modules, and to be instructors for these programs.</i>
2005	SBE adopted the History-Social Science curriculum framework .
2005	SBE adopted a new English-language arts curriculum framework for alignment with the state content standards. An emphasis on textbook criteria was added to Chapter 9 that aided publishers in meeting new textbook standards.
2006	The Legislature passed and the governor approved the reauthorization of the Mathematics and Reading Professional Development Program (SB 472). Additional funding was authorized for English Learner Professional Development (ELPD) included as an option for the 80 hours of practicum. <i>Provides an opportunity for teachers to be leaders as content expert reviewers at the state level for RLA, math, and ELPD curriculum, and to be instructors for these programs.</i>
2006	SBE adopted the new English-language arts and Mathematics curriculum frameworks .
2006	Certificated Staff Mentoring Program (SB 1209). Provides funding for <i>experienced teachers to support beginning teachers or interns at “staff priority schools” within the local educational agency (LEA) in order to raise student academic achievement.</i>
2006	Superintendent’s white paper on “Developing Highly Qualified Teachers and Administrators Initiative”
2006	SB 1433 California Teacher Leadership Pilot Program would have provided funding for teachers to become instructional coaches. The bill was supported by the SSPI.
2007	SBE approved adoption of new Mathematics instructional materials, K-8.
2007	SBE adopted the Career Technical Education (grades 7-12) curriculum framework .
2008	SBE approved the Verification Process for Special Settings (VPSS) under California’s Revised NCLB Plan. <i>Provides opportunities for teachers to take leadership roles in support of teachers in their district.</i>

Appendix C

Master Teacher Certification		
State	Professional License	Licensing Process and Requirements
Arizona	Master Teacher	<p>The Arizona Master Teacher Program places experienced, accomplished teachers into leadership roles in schools as mentors for their peers. Teachers with at least five years of experience, strong evaluations, and who have demonstrated student achievement and growth can apply through the Arizona K-12 Center portfolio process to become Master Teachers. Districts select Master Teachers to be trained as mentors to beginning teachers with 0-2 years teaching experience to help guide them toward greater effectiveness while retaining them not only in the profession but in the school they teach. With the approval of their school and district, Master Teachers will commit to at least half-time mentoring duties, mentoring 15 new teachers each year for up to three years. Arizona's goal is to place a Master Teacher in every school in the state, beginning with those schools most in need.</p> <p>http://www.azk12.org/content/master_teachers</p>
Georgia	Master Teacher Certification	<p>Georgia Master Teacher Certification Program's purpose is to provide the statewide recognition to Georgia public school Clear Renewable certified teachers with three years' experience who consistently demonstrate excellence in the classroom that is linked to gains in student achievement. The Governor's Office of Student Achievement (GOSA) runs data from student rosters submitted by applicants who teach grade levels and subject areas that are tested by the Criteria Reference Competency Test (CRCT) to evaluate for student achievement and gains.</p>
	Academic Coach Program	<p>http://www.gamasterteachers.org/MT_about.aspx http://www.doe.k12.ga.us/tss_teacher.aspx?PageReq=TSSTeacherCoach</p>
New Mexico	Level III (Master Teacher)	<ol style="list-style-type: none"> 1. Earn a Masters Degree or National Board for Professional Teaching Standards Certification (NBPTS). 2. Complete at least 3 complete academic years of teaching at Level II. 3. Demonstrate increased teaching competencies required for Level III-A by submitting your Professional Development Dossier (PDD), a collection of evidence that has been collected over the most recent three-year period, and must include the following components at Level III indicators: <ul style="list-style-type: none"> Strand A. Evidence of Effective Teaching: student achievement data, assessment techniques and procedures, instructional plans and materials, examples of student work and performance, and evidence of implementation of state curriculum standards Strand B. Evidence of Student Learning: a) Required evidence: i.) adaptations/modification for

		Master Teacher Certification
State	Professional License	Licensing Process and Requirements
		<p>diverse learners, ii.) evidence of effective classroom management strategies and procedures, iii.) classroom observation reports, and iv.) evidence of communication with students and parents. b) Optional evidence in the form of: i.) student surveys, and/or ii.) electronic media recording of classroom activities with reflections/analysis.</p> <p>Strand C. Evidence of Professional Learning: professional development activities associated with your annual professional, development plan (PDP), evidence of collaborating with professional community, parent surveys, research publications, or professional presentations. Certification by the National Board for Professional Teaching Standards also qualifies.</p> <p>Strand D. Verify your leadership roles based on the nine teacher competencies.</p> <p>Strand E. Copies of successful annual evaluations for your previous 2 years of teaching, your superintendent's recommendation for your licensure advancement, and your district's verification of the data submitted in your PDD.</p> <p>http://www.teachnm.org/nm_teacher_competencies.html http://www.teachnm.org/overview.html</p>
Virginia	Mentor Teacher	<p>This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation, received a recommendation for the designation from an employing Virginia school division superintendent or designee or accredited nonpublic school head, served at least three years as a mentor teacher in Virginia, documented responsibilities as a mentor, and completed a local or state mentor teacher training program in accordance with the Board of Education requirements for mentor teachers.</p> <p><i>This designation is recognition of teacher achievement, not authorization to serve in any additional capacity.</i></p>

Master Teacher Certification		
State	Professional License	Licensing Process and Requirements
	Teacher as Leader	<p>This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; and completed one of the following:</p> <ul style="list-style-type: none"> a. National board certification or a nationally recognized certification program approved by the Board of Education and a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement; or b. A recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement. <p><i>This designation is recognition of teacher achievement, not authorization to serve in any additional capacity.</i></p> <p>http://www.doe.virginia.gov/VDOE/Compliance/TeacherED/nulicvr.pdf</p>
Indiana	Accomplished Practitioner License	<p>(A) a master's degree or higher approved or recognized by the professional standards board and has been recommended for the accomplished practitioner license by the institution granting the degree; or (B) certification by the National Board for Professional Teaching Standards of a content area recognized by the professional standards board</p> <p>http://www.in.gov/legislative/iac/T05150/A00120.PDF</p>

Master Teacher Certification		
State	Professional License	Licensing Process and Requirements
Iowa	Master Educator	<ol style="list-style-type: none"> 1. Hold or be eligible for a Standard license. 2. Five years of teaching experience. 3. Master's degree in a teaching endorsement area. 4. Meets the recency requirement listed under the Class A License. <p> http://www.boee.iowa.gov/forms/handbook.pdf http://www.boee.iowa.gov/require.html </p>
Maine	Master Teacher Certificate	<ol style="list-style-type: none"> 1. Meet the eligibility requirements for a professional certificate (proof of six (6) credits, or the equivalent, which are germane to the applicant's area of certification and previously approved by LSDCC) 2. Demonstrate exemplary professional skills in classroom teaching or an educational specialty in the standards of professional growth leading to competency (10 Teacher Certification Standards) 3. Be knowledgeable in current theories of effective instruction 4. Make outstanding contributions to the teaching profession in one or more of the following areas: <ul style="list-style-type: none"> ▪ curriculum design ▪ teacher in-service training and staff development ▪ clinical supervision of student teachers/practicum students and peer observation of teachers, including instructional methodology ▪ educational leadership <p> http://mainegov-images.informe.org/education/teacherinduction/forms/u98cert.pdf </p>
Montana	Professional Teacher's License Class 1	<ol style="list-style-type: none"> 1. A Class 2 Standard Educator License or meet the qualifications of the Class 2 Standard Educator License; and 2. A master's degree or one year of study consisting of at least 30 graduate semester credits beyond the bachelor's degree in professional education or an endorsable teaching area(s) from an accredited college or university; and 3. Verification of three years of successful teaching experience. <p> http://www.opi.mt.gov/Cert/Index.html# </p>

Master Teacher Certification		
State	Professional License	Licensing Process and Requirements
Texas	Master Teacher Programs	<p>In the areas of mathematics, reading, science, and technology.</p> <p>Example (Mathematics):</p> <p>Definition: A Master Mathematics Teacher is an individual who holds a Master Mathematics Teacher Certificate and whose primary duties are to teach mathematics and to serve as a mathematics mentor to other teachers.</p> <p>Purpose: The Master Mathematics Teacher Certificate is being implemented as a part of the Texas Mathematics Initiative, which offers mathematics educators assistance to improve student performance in mathematics.</p> <p>Eligibility: The Master Mathematics Teacher Certificate may be obtained by an individual who holds a teaching certificate, has at least three years of teaching experience, completes an SBEC-approved Master Mathematics Teacher preparation program, and passes the Master Mathematics Teacher certification exam.</p> <p><i>Voluntary certificate.</i></p> <p>http://www.sbec.state.tx.us/SBECOnline/default.asp</p>
Wisconsin	Master Educator Program	<ol style="list-style-type: none"> 1. Documentation of a related master's degree; 2. Verification of at least 5 years of successful professional experience in education with at least one cycle at the professional educator level or while holding a 5-year license or a life license issued prior to July 1, 2004; 3. Evidence of contributions to the profession; 4. Evidence of improved pupil learning. <p><i>This designation is recognition of teacher achievement, not authorization to serve in any additional capacity in either leadership or mentoring.</i></p> <p>http://dpi.wi.gov/tepd/wmeapsumm.html http://dpi.wi.gov/tepd/doc/wmgdtch.doc#_Toc172019950</p>

Master Teacher Certification		
State	Professional License	Licensing Process and Requirements
Singapore	Senior Teacher ↓ Master Teacher	<p>Process: nomination, submission of professional portfolio, evaluation and selection panel interview.</p> <p>Professional portfolio is composed of 3 basic elements:</p> <ol style="list-style-type: none"> 1. Personal statement on taking up the higher appointment 2. Summary of evidence through the description of factual experiences within the past 3 years to satisfy each accreditation standard 3. Supporting data and outputs to substantiate evidence (e.g. term/ weekly lesson plans, presentations, etc.) <p>Must meet 5 standards:</p> <ol style="list-style-type: none"> a. Professional development b. Quality learning of pupils c. Character development and well-being of pupils d. Contributions to school organization and development e. Collaboration with parents and community groups <p>http://www.nie.edu.sg/nieweb/programmes/loading.do?id=Professional&cid=8716292&ppid=10616850 http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/ED_SingaporeProfile.pdf</p>

Some states with Master Teacher Licenses dependent upon the National Board for Professional Teaching Certification:

- Colorado
- Illinois
- Massachusetts