

## XI. Certification

The pertinent chapters for school library personnel certification/authorization are Chapters 13 and 115.

The full document may be found at:

<http://www.maine.gov/sos/cec/rules/05/chaps05.htm>.

All school personnel must have your fingerprints taken through a process approved by the Maine Department of Education. More information may be found at:

<http://www.maine.gov/doe/cert/fingerprinting/index.html>

### Chapter 13

**Summary:** This chapter establishes qualifying examination requirements for teachers, educational specialists, and administrators seeking initial certification in Maine. There are four types of initial certificates: conditional, provisional, targeted need and transitional endorsement.

Applicants for provisional teacher certification must attain minimum qualifying scores on the Core Academic Skills for Educators also known as PRAXIS I in the basic skill areas of reading, writing, and mathematics, on the appropriate content area PRAXIS II exam, and on the appropriate Principles of Learning and Teaching (PLT) exam. To become certified as a Library/Media Specialist, you must take the Praxis II code 0311 Library/Media Specialist and attain a grade of 143.

### Chapter 115: Parts I and II

**SUMMARY:** This rule contains the requirements for certification, authorization, and approval of educational personnel who serve in the public and in certain approved private schools of the State of Maine. Standards and procedures for certification, authorization, and approval are included and are intended to provide the highest quality of personnel to help students meet the standards of the system of Learning Results.

Part II contains the specific *coursework and pathways for certification as a School Library Media Specialist*. These are:

#### 1.11 Certificate 071: Library Media Specialist

- A. **Function:** This certificate allows the holder to serve as a library media specialist kindergarten through grade 12.
- B. **Eligibility:** Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by one of three pathways. Individuals who are not eligible through any of these pathways may be eligible for a conditional certificate, in accordance with Section 1.11.B.4, below, and Part I Section 5.4 of this rule.

**1. Certificate Eligibility Pathway 1**

- (a) Graduated from a Maine program approved for school library science, together with a formal recommendation from the preparing institution;
- (b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
- (c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom"; and
- (d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13.

**2. Certificate Eligibility Pathway 2**

- (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
- (b) Completed a minimum of 36 semester hours of graduate study in library science coursework;
- (c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";
- (d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and
- (e) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful of an alternative professional studies program.

**3. Certificate Eligibility Pathway 3**

- (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
- (b) Holds a valid Maine provisional or professional teaching certificate;
- (c) Completed a minimum of 36 semester hours of graduate study in library science coursework;
- (d) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom"; and
- (e) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13.

4. Eligibility for a **conditional certificate** shall be established by one of two pathways:
  - (a) **Conditional Pathway 1**
    - i. Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and
    - ii. Completed a minimum of 36 semester hours of graduate study in library science coursework.
  - (b) **Conditional Pathway 2**
    - i. Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
    - ii. Holds a valid Maine provisional or professional teaching certificate; and
    - iii. Completed a minimum of six semester hours of graduate study in library science coursework.

### **Educational Technician Authorization**

Part I, section 10 also contains the *responsibilities and specific requirements for authorization as an Education Technician I, II or III*. These are:

#### **A. Educational Technician I**

##### **1. Permitted Responsibilities**

- (a) Review and reinforce learning previously introduced by the classroom teacher or appropriate content specialist, or assist in drill or practice activities;
- (b) Perform non-instructional, non-evaluative functions;
- (c) Assist in the preparation of instructional materials; and
- (d) Provide classroom management functions.

##### **2. Required Supervision**

- (a) Be assigned instructional duties that are directly supervised by the classroom teacher or appropriate content specialist in the classroom; or
- (b) Serve under general administrative supervision when performing non-instructional student-related duties.

#### **B. Educational Technician II**

##### **1. Permitted Responsibilities**

- (a) Perform all of the duties of an Educational Technician I; and
- (b) Introduce new learning preplanned in collaboration with the classroom teacher or appropriate content specialist.

##### **2. Required Supervision**

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- (c) Meet with the classroom/program teacher or appropriate content specialist and receive direction on a regular basis, whenever possible on a daily basis;
- (d) Perform short-term instruction in small groups under the direct supervision of the teacher or appropriate content specialist in the classroom; or
- (e) Conduct one-on-one or small group instruction with indirect supervision.

### C. Educational Technician III

#### 1. Permitted Responsibilities

- (a) Perform all of the duties of an Educational Technician I or II;
- (b) Introduce new learning preplanned in consultation with the classroom teacher or appropriate content specialist; and
- (c) Supervise small groups of students in community-based programs.

#### 2. Required Supervision

- (a) Meet with the classroom/program teacher or appropriate content area specialist and receive direction, whenever possible on a twice weekly basis; or
- (b) Perform short-term instruction in small classes or in community-based programs with indirect supervision.

## 10.2 Eligibility

### A. General Eligibility

Individuals authorized by the Department of Education must meet the following general qualifications:

1. Be of good moral character;
2. Be at least 18 years of age;
3. Submit an application in accordance with Section 3.1 of this rule;
4. Meet the preparation requirements for the authorization sought from this Section; and
5. Satisfactorily complete a Criminal History Records Check in accordance with Section 3.2 of this rule.

### B. Specific Eligibility Requirements

1. **Educational Technician I:** hold a high school diploma or GED.
2. **Educational Technician II:** document a minimum of 60 credits of approved study in an educationally related field; or, for career and technical education authorization, document a minimum of two years of paid applied employment within the field of assignment.

3. **Educational Technician III:** document a minimum of 90 credits of approved study in an educationally related field; or, for career and technical education authorization, document a minimum of three years of paid applied employment within the field of assignment.

**4. Eligibility Exception for Educational Technician II and III**

Individuals who were designated as an Educational Technician II or III at the time of the transition to the system of authorization of educational technicians without meeting the minimum preparation requirements, may continue to hold this authorization under the following conditions:

- (a) The individual continues to be employed in the same school administrative unit or approved private school;
- (b) The individual has no interruption in service, excluding normal school vacations and paid leave; and
- (c) The position held is not subject to additional federal requirements.

## Chapter 118

This rule establishes the requirements for local support systems required to operate as part of the certification process for teachers, educational specialists (Library Media Specialists seeking 071 Certification) and, possibly, educational technicians (support staff), if the school system so designates. The rule requires each school system to establish a Professional Learning Community Support System (PLCSS) to assist educators in the certification process.

provide candidates for certification with guidance, develop budget recommendations, identify resources, training and support necessary to achieve the required certification within the context of professional learning communities.

- (a) The PLCSS shall be responsible for the induction of all new educators.
- (b) The PLCSS shall inform all educators employed of their certification responsibilities and provide each with a copy of the PLCSS procedures and forms.
- (c) The PLCSS shall supervise the development and submission of Initial Professional Certification Action Plans and/or portfolios for new educators and for master teacher candidates, the development of renewal plans for teachers and educational specialists, and the assignment of mentors to new teachers and new educational specialists.
- (d) Provide a process for approving authorization renewal plans for educational technicians (if included in PLCSS Plan);
- (e) The PLCSS shall collaborate with other committees, organizations, and individuals to the extent necessary to provide support services for certification and authorization according to a professional learning community model.

For all pertinent rules chapter for the Maine Department of Education, go to <http://www.maine.gov/sos/cec/rules/05/chaps05.htm>.

### Recertification

Professional certification as School Library Media Specialist must be renewed every five (5) years. The certificate expires on July 1 of the expiration year.

Educational Technician authorizations must also be renewed every five (5) years. The authorization expires on February 1 of the expiration year.

The renewal requirements are six (6) college credits or the equivalent Professional Development Credits (PDC) prior to the expiration of the current certificate.

There are several avenues by which to achieve these credits. College classes may be taken to fulfill this requirement. Workshops may be attended. Mini-courses may be attended. Some districts may award re-certification credits for courses/workshops you teach/lead. Many districts award re-certification credits for membership on a NEASC visiting team. Some districts award recertification credits for serving on professional committees.

Each school district has its own policy regarding course work, workshops, etc. and how and what they are willing to contribute financially toward further professional development. The recertification credits also must be approved by the local recertification support system that will determine the parameters for them. Check with your local recertification committee before registering for activities awarding contact hours or CEUs to be sure these will apply towards your certificate renewal.

The following chart may be useful in determining re-certification credits.

1 re-certification credit	1 PDC
1 contact hour	.1 CEU
10 contact hours	1 CEU
1.5 CEUs	1 PDC
1 College credit	1 PDC
15 approved contact hours	1 PDC
4.5 CEUs	3 PDC
3 college credit hours	3 PDC or 45 contact hrs.
6 college credit hours	6 PDC or 90 contact hours

**Job Descriptions (samples)**

**School Librarian Job Description**  
(approved June 10, 2017)

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**Job Descriptions** (samples)

**School Librarian Job Description**  
(approved June 10, 2017)

**Title:** School Librarian

**Qualifications:** Holds a Maine Certificate 071: Library Media Specialist

**Reports to:** School library supervisor/department head and building principal

**Supervises:** Paraprofessional(s) who comprise the school library staff, and, if applicable, volunteers and student assistants

**Job functions:**

- **Program administrator and leader**
- **Instructional partner**
- **Information specialist**
- **Information and technology literacy teacher**
- **Reading advocate**

**1. Program administrator and leader**

As program administrator, the School Library Media Specialist is a leader who works with members of the learning community to define the policies of the school library program, and to guide and direct all activities related to it. The School Library Media Specialist maximizes the efficiency and effectiveness of the school library program by:

- Sharing expertise and promoting the library program
- Aligning the SLP to school, state and national program standards
- Developing and implementing program goals and objectives that are aligned with school and district long-range strategic plans
- Supervising and evaluating support staff
- Taking an active role in school improvement
- Conducting ongoing action research and evaluation to inform continuous, evidence-based program improvement
- Preparing, justifying and administering the school library program budget
- Establishing processes and procedures for selection, acquisition, circulation and resource sharing so as to ensure resources are available when needed
- Creating and maintaining a school library media center that is inviting, safe, flexible, and conducive to student learning
- Selecting and using effective technology for management purposes
- Participating in the recruitment, hiring, and training of other professionals, library assistants, student and volunteer staff
- Ensuring equitable physical and digital access to school library facilities, resources and technology for the entire school community by providing barrier-free, universally designed spaces and resisting censorship in accordance with the Library Bill of Rights

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- Encouraging the use of instructional technology to engage students, improve learning, and provide 24/7 access to digital information resources for the entire learning community

## **2. Instructional partner**

As an instructional partner the School Library Media Specialist works with teachers and other educators to build and strengthen connections between student information and research needs, curricular content, learning outcomes, and information resources. The School Library Media Specialist demonstrates his or her role as an essential and equal partner in the instructional process by:

- Participating in the curriculum development process at both the building and district level to ensure that the curricula include the full range of literacy skills (information, media, visual, digital, and technological literacy) necessary to meet content standards and to develop lifelong learners
- Collaborating with teachers and students to design and teach engaging inquiry and learning experiences and assessments that incorporate multiple literacies and foster critical thinking
- Participating in the implementation of collaboratively planned learning experiences by providing group and individual instruction, assessing student progress, and evaluating activities

## **3. Information specialist**

As information specialist, the School Library Media Specialist provides leadership and expertise in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information. The School Library Media Specialist ensures equitable access and responsible use of information by:

- Developing and maintaining a collection of resources that is appropriate to the curriculum, the learners, and the teaching styles and instructional strategies used within the school community
- Cooperating and networking with other libraries, librarians, and agencies to provide access to resources outside the school
- Evaluating, promoting and using existing and emerging technologies to support teaching and learning, supplement school resources, connect the school with the global learning community, communicate with students and teachers, and provide 24/7 access to library services
- Working with the technology staff to provide guidance in software and hardware evaluation, and developing processes for such evaluation

## **4. Information and technology literacy teacher**

As a teacher, the School Library Media Specialist empowers students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The School Library Media Specialist supports student success by:

- Teaching information ethics, including safety, responsibility, copyright, fair use, licensing, and appropriate attribution
- Teaching information and digital literacy
- Teaching the evaluation of resources in all formats so that users can assess credibility, relevance, and currency
- Supporting student reading for understanding, for exposure to diversity of viewpoints and genres and for pleasure
- Guiding the use of information for defined and self-defined purposes
- Helping them build on prior knowledge and construct new knowledge
- Inspiring them to embrace the world of information and all its formats

- Helping them work with peers in successful collaboration for learning
- Supporting their constructive assessment of their own learning and the work of their peers

**6. Reading advocate**

As an advocate for reading, promotes the enjoyment of reading by:

- Establishing and modeling a culture of reading in the school community
- Motivating and guiding students to read for enjoyment and understanding
- Providing resources in support of curriculum and student interests.

**Terms of Employment:** Teacher work year plus extended-year days

**Evaluation:** Performance of this job will be evaluated in accordance with district policies, to include both teaching and administrative duties

**Committee members:**

Debbie Gahm, Chair, MASL Public Outreach

Katie Klein, Lake Region High School

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## Library Support Staff Job Description

(Approved Nov. 4, 2017)

There are distinct differences between “School Librarians” and “Support Staff.”

In general, a School Librarian (071 Library Media Specialist) must have the equivalent of a Master’s degree in Library Science as well as specific requirements for certification as a teaching Specialist. **Library Support staff do not have to meet those requirements. They have unique educational and supervisory requirements.**

The Rules Chapters of the Maine Department of Education specify the educational requirements for authorization of Educational Technicians as well as specify the requirements for direct and indirect supervision of Educational Technicians. The complete Responsibilities and Requirements for professional and support personnel may be found on pages 1 – 5 of this chapter.

Chapter 115 states that “Educational technicians provide **supportive educational services to certified personnel** in public preschool-12 schools...There are three levels of authorization for the increasing levels of responsibility for planning and supervision of students.”

An Educational Technician I must “Be assigned instructional duties that are **directly supervised** by the classroom teacher or appropriate content specialist in the classroom.” An Educational Technician II must “Be assigned instructional duties that are **directly supervised** by the classroom teacher or appropriate content specialist in the classroom.” (Please note the emphasis on **directly supervised**.)

Educational Technician IIIs, however, may “Perform short-term instruction in small classes or in community-based programs with **indirect supervision**.”

Secretarial and clerical staff is not considered to be “instructional” therefore, **no authorization**, experience, education, etc. is required by the State of Maine.

Based on the language in Chapter 115, the MASL Board believes that the following job description is an appropriate interpretation of the law.

Job descriptions for each Support Staff category should include the following:

- Job title
- Job Authorization
- Reports to:
- Terms of employment - hours per school year, per school day, hours in addition to the normal school year, attendance at professional development days e.g.
- Evaluation

**Components of the Job Descriptions for Library Support Staff**

(Please note that these components correspond with the job description of a School Librarian, pages 8 to10 of this chapter.

**I. Supporting the Program Administrator and Leader role of the School Librarian**

	<b>Clerical</b>	<b>Ed. Tech. I or II.</b>	<b>Ed. Tech. III</b>
<p><b>Administrative support: Library materials Management</b></p> <ul style="list-style-type: none"> <li>● Maintains the library administrative database.</li> <li>● Signs out and in library materials following library procedures.</li> <li>● Prepares new materials for use.</li> <li>● Maintains organization of materials with appropriate re-shelving and regular shelf reading.</li> <li>● Repairs damaged library materials as appropriate.</li> <li>● Assist in the evaluation of the collection for weeding of damaged or out-of-date materials.</li> </ul>	<b>YES</b>	<b>YES</b>	<b>YES</b>
<p><b>Administrative Support: Clerical</b></p> <ul style="list-style-type: none"> <li>● Sorts and files the mail.</li> <li>● Manages interlibrary loans.</li> <li>● Answers the phone, maintains files and perform others clerical tasks.</li> <li>● Maintains the statistics and keeps accounts up-to-date for a variety of reports.</li> </ul>	<b>YES</b>	<b>YES</b>	<b>YES</b>

	Clerical	Ed. Tech. I or II.	Ed. Tech. III
<p><b>Administrative Support: Program Support</b></p> <ul style="list-style-type: none"> <li>• Meets regularly with the LMS for planning and direction.</li> <li>• Follows the LMS direction to maintain a unified library media program centered on student needs and the instructional goals of the school.</li> <li>• Supervises the library in the absence of the LMS.</li> <li>• Monitors the appropriate use of the library facility.</li> <li>• Maintains the library facility as a clean, pleasant, well-organized environment.</li> <li>• Answers basic reference questions.</li> <li>• Recruits and trains volunteers.</li> <li>• Collects student and staff suggestions for improvement of the program.</li> <li>• Excellent written and oral communication skills.</li> </ul>	<b>YES</b>	<b>YES</b>	<b>YES</b>

	<b>Clerical</b>	<b>Ed. Tech. I or II.</b>	<b>Ed. Tech. III</b>
<p><b>Leadership Support: Program</b></p> <ul style="list-style-type: none"> <li>● Under direction of LMS, prepares library public relations materials. (Press release, press articles, library newsletters, brochures, bulletin board, bookmarks, book displays etc.)</li> <li>● Presents the library in a positive role during teacher’s meetings, answering the phone, talking with students, and handling complaints.</li> <li>● Provides suggestions to the LMS for long range goals.</li> <li>● Attends meetings, workshops and conferences to continually update the expertise necessary to function effectively in the Library Support Staff role.</li> <li>● Networks with other professionals and support staff through participation in local, and state organizations.</li> <li>● Excellent written and oral communication skills.</li> </ul>	YES	YES	YES
<p><b>Leadership Support: Curriculum</b></p> <ul style="list-style-type: none"> <li>● Alerts the LMS to perceived changes in curriculum that would affect the library program.</li> </ul>	YES	YES	YES

**II. Supporting the Instructional Partner Role of the School Librarian**

	<b>Clerical</b>	<b>Ed. Tech. I or II.</b>	<b>Ed. Tech. III</b>
Learns and uses the information skills process.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Assists the LMS in teaching the effective use of information – individually, in student groups or classes, after-school programs, or staff in-service.	<b>NO</b>	<b>YES</b>	<b>YES</b>
Maintains information and answers questions about copyright, confidentiality, privacy, and intellectual freedom.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Assists LMS in staff development opportunities for producing media and other technologies.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Assists LMS in designing curriculum and assessment.	<b>NO</b>	<b>NO</b>	<b>YES</b>
Assists the LMS in obtaining resources for instructional units.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Alerts LMS to professional materials and opportunities available from outside the school.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Assists the LMS in assessing use of the research process by students and staff.	<b>NO</b>	<b>NO</b>	<b>YES</b>

**III. Supporting the Information Specialist Role of the School Librarian**

	<b>Clerical</b>	<b>Ed. Tech. I or II.</b>	<b>Ed. Tech. III</b>
Scans new materials and alerts staff or students to needed information and equipment.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Assist LMS on library related Field Trips.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Maintains an accurate automated retrieval system.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Secures information from sources outside of the library when needed, such as Inter-library loans (ILL), television shows, organizations, etc.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Assists all users in identifying, locating and interpreting information.	<b>NO</b>	<b>YES</b>	<b>YES</b>
Maintains a posted schedule of library facility usage.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Monitors computers for appropriate use.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Assists the LMS in managing regular inventories of the materials.	<b>YES</b>	<b>YES</b>	<b>YES</b>



**IV. Supporting the Information and Technology Literacy Teacher Role of the School Librarian**

	<b>Clerical</b>	<b>Ed. Tech. I or II.</b>	<b>Ed. Tech. III</b>
Has a willingness to keep up-to-date with information technology and library trends.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Troubleshoots basic technology challenges with students and staff.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Assists students and staff in the appropriate use of technology to meet their information needs.	<b>YES</b>	<b>YES</b>	<b>YES</b>

**V. Supporting the Reading Advocate Role of the School Librarian**

	<b>Clerical</b>	<b>Ed. Tech. I or II.</b>	<b>Ed. Tech. III</b>
Reads review journals.	<b>NO</b>	<b>NO</b>	<b>YES</b>
Assists in promoting reading by running book fairs and related book promotion events, doing book talks, reading to students, preparing book reviews, reading incentive programs and assisting staff and students in choosing reading materials.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Fosters a love for literature.	<b>YES</b>	<b>YES</b>	<b>YES</b>
Assists students and teachers in identifying materials that meet their leisure needs.	<b>YES</b>	<b>YES</b>	<b>YES</b>

**Committee members:**

Debbie Gahm, Chair, MASL Public Outreach Chair  
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**Useful websites:**

For a matrix chart of Maine educational certification codes and groupings, visit  
[http://www.maine.gov/education/data/eps/fy09/medms\\_staff200809.pdf](http://www.maine.gov/education/data/eps/fy09/medms_staff200809.pdf)

<http://librarysupportstaff.com/> Not just for support staff! Hints for all staff members.