**Maine’s Alternative Certification Mentoring Program**

**(MACM)**

Information for School Administrative Units (SAUs)

**Introduction**

Maine’s Alternative Certification Mentoring Program (MACM) is designed to be a short-term response to the need for trained special educator mentors to support new teachers who are not fully credentialed. MACM has three goals:

1. Support conditionally certified special educators during their first year of practice
2. Develop special educator mentoring capacity across the state
3. Develop and make available mentor training and professional development resources for SAUs and educational collaboratives

MACM consists of two components: mentoring from a qualified special educator mentor during the new teacher’s first 10 months as teacher of record, and completion of the MACM online graduate course offered at two University of Maine campuses. This course, MACM Special Education 1, is offered for 3 graduate credits that count toward the teacher’s professional certification.

**Authorization**

MACM is the program currently designated by the Department as referenced in the revised Chapter 180 rule:

***For teachers in the first year of a Conditional Certificate for a Special Education Endorsement on the effective date of this Rule and, subsequently, all conditionally certified special education teachers***

*The SAU must ensure that a conditionally certified special education teacher participates in an alternative certification and mentoring program designated by the Department specifically for conditionally certified special education teachers. For a newly hired teacher, for the purposes of this Rule, participation in an alternative certification and mentoring program supersedes and satisfies the requirements of Subsection 2.*

[Chapter 180, Sec 11, number 5, p. 10, italics added]

**MACM Participants**

The general rule is that conditionally certified special educators must participate in MACM their first year as teacher of record. There are modified requirements for some, depending upon her or his certification and teaching history. These questions will help you determine if your new teacher is required to participate in all, some, or none of MACM:

1. Does s/he hold professional certification in general education?
   * *May not need MACM mentor*
2. Does s/he have a professional endorsement in some other area of special education (either grade level or for a different disability category)?

* *Does not need MACM mentor or course*

1. Does s/he have professional level special education certification from a state other than Maine?
   * *Does not need MACM mentor or course*
2. Does s/he have two or fewer courses remaining, one of which is a field placement or student teaching, to complete a graduate or post-bac certificate program?
   * *May not need MACM course (unless is part of grad program)*
3. Does s/he have eligibility via provisional, waivered, or targeted need certificates?
   * *Does not need MACM now, but recommended that they start (will need MACM with new conditional certification)*

Please see **Table 1** on the following page for a breakdown of what parts of MACM are required, if any, for your new teacher. If you are unsure if your new teacher is required to participate in MACM, please contact the MACM coordinator ([Valerie.smith@maine.edu](mailto:Valerie.smith@maine.edu)) or the DOE Certification Office for help.

**MACM Course Information**

The MACM Special Education 1 course is offered both fall and spring semesters. Course assignments are based on academic year activities, so the course is not offered in Summer Session. Please refer to the MACM website for specific information about how and where to register for [name of course]: <https://umaine.edu/edhd/research-outreach/macm/> .

Ideally, MACM Special Education I is taken in the fall of the new teacher’s first year, with the mentor modules following in the spring. We also recognize that new special educators are hired as needed throughout the school year. Mentoring (and the mentor-facilitated modules) can and should begin as soon as the new teacher is hired, with course enrollment starting the subsequent semester. The course counts toward the teacher’s professional certification and special education endorsement, and can also be used as a substitute for student teaching or field experience in some programs with permission from the graduate or certificate program director.

**Mentors and MACM**

MACM Mentors are special educators or administrators with recent teaching experience who have at least 5 years’ teaching experience, have completed mentor training, and were recommended by a special education administrator, a colleague, and a building administrator or other person familiar with their teaching, collaboration, and communication skills. Some mentors are referred to MACM by their SAUs. If you have trained special educator mentors in your district, we prefer to work with them- please have them contact Valerie Smith (Valerie.smith@maine.edu).

MACM mentors conduct informal observations per year and maintain at least weekly contact with their mentee. They assist their mentee in addressing goals on their initial teacher action plan. Special education administrator mentors do not mentor teachers in their own SAU so that there is no role confusion about evaluator vs. mentor.

**MACM and PEPG**

Interactions between mentor and mentee remain confidential, as is standard in any mentoring relationship. The MACM mentor is assigned to the mentee for the equivalent of one school year. Beginning in Fall 2019, mentors will also support their mentees in completing 3-5 informational modules.

**Mentors from the mentee’s school or LEA are preferred** over those teaching in other locations *unless the SAU does not have a special educator mentor with a similar caseload avail*a*ble.* A mentee in the same school or SAU can offer both school or SAU culture-specific and special education-specific support. If the district has a qualified special educator mentor available, this person can serve as both SAU and MACM mentor- all we require is that the mentor document their contact with their mentee on the MACM online community site.

**If no local special educator mentor is available**, MACM will assign a special educator mentor with appropriate expertise who is located as near as possible to the mentee’s district. Some mentor/mentee pairs will need to use distance technology to stay in contact, and the observations and some meetings may be conducted through live or asynchronous video use. T**he SAU should assign a teacher from the new teacher’s school to serve as SAU mentor for all formal observations and local certification committee requirements.** This person can be a special or general education teacher; ideally s/he will be trained in mentoring. The SAU should always orient their new teacher to enculturate her/him to SAU policies and practices regarding paperwork expectations and timelines, documentation requirements, resources, and other SAU-specific information.

**MACM Mentor Training**

MACM, with the Maine DOE Office of Educator Performance & Development, has developed a special educator mentor training that will be made available to SAUs and regional educational collaboratives by Spring 2020. This training features online modules to be completed by the mentor candidate, followed by a one-day live session. It is focused on mentoring new special educators and is aligned with the MDOE Mentor Training Modules.

**Completing MACM**

Novice teachers who have successfully completed the course, mentor modules, and the equivalent of one academic year of mentoring may exit MACM via mentor recommendation. The SAU is encouraged to assign a local mentor to the teacher to guide them toward professional certification.

Teachers who do not finish the course, who do not cooperate with their mentor, or who have not made adequate progress toward their goals will undergo at least one additional semester of mentoring. Some will need another full year of mentor support. This second round of mentoring will include specific activities and benchmarks to be completed on a timeline developed by the mentor, mentee, and SAU representative. The MACM Coordinator may also assist in developing this Year Two plan. Teachers who do not complete the required MACM course and mentoring will not be eligible for professional certification as a special educator, regardless of the number of other courses completed during their conditional certification period.

**Table 1**

The following information can also be found on ***the MACM Participation Guide:***

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher History** | **MACM Course** | **MACM Mentor** | **SAU Mentor** |
| **Professional level special education** certificate from a different state | no | no | yes |
| Maine **professional level special education** endorsement, different age or category | no | no | recommended |
| **Maine Elementary or Secondary general education** professional level endorsement | yes | At SAU request | Recommended  (if no MACM mentor) |
| Maine **provisional** level special education certification | no | no | yes |
| Maine **transitional, targeted need, waivered** special education certification that hasn’t yet expired | At SAU request | At SAUrequest  or | yes |
| **Maine Conditional Certification in Special Education and** |  |  |  |
| * Has **2 courses or fewer** **remaining** to complete cert requirements | no | yes | (no) |
| * Has **1 course and 1 field experience** course to complete certification, post-bac certificate or special education M. Ed. program | no | Yes, or program field placement supervisor | no |
| * Has **more than 2 courses remaining** to complete certification, post-bac certificate or special education M. Ed. program | yes | yes | (no) |