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Mitchell D. Chester, Ed.D.
Commissioner

MEMORANDUM

To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D., Commissioner
Date: February 17, 2017
Subject: Proposed Amendments to Regulations for Educator Licensure and Preparation Program Approval (603 CMR 7.00); Educator License Renewal (603 CMR 44.00); and Certification of Supervisors of Attendance (603 CMR 13.00)

This month I am presenting to the Board of Elementary and Secondary Education for discussion and a vote to solicit public comment, proposed amendments to 603 CMR 7.00, the Educator Licensure and Preparation Program Approval Regulations; 603 CMR 44.00, Educator License Renewal; and 603 CMR 13.00, Certification of Supervisors of Attendance. This follows the briefing the Board received at the December 20, 2016 Board meeting about our current educator licensure system and proposed changes.

Promoting educator development is one of the agency's core strategies. These proposals are intended to streamline the regulations and licensure system, close loopholes, clarify certain provisions, and reduce regulatory burden. With the Board's approval, we will solicit public comment on the proposed regulations. I anticipate returning to the Board for a final vote in June 2017.

Background on regulatory review process

Governor Baker's Executive Order 562 called for a statewide regulatory review. The Department has used this process to renew discussions about the educator licensure system, which led to the creation of a 17-member [Working Group for Streamlining Educator Licensure Regulations & Policies](#). Over a two-month span in spring 2016, the Working Group discussed and vetted a series of proposals aimed at streamlining the current regulations while operating within the existing statutory structure. Following this work, the Department surveyed educators regarding the Working Group's recommendations. The survey ran from September 22-October 20, 2016, and elicited over 900 responses. The recommendations were viewed favorably; only one proposal received less than an 80 percent approval rating. Results of the survey are included in the Board packet.

Summary of proposed changes

Most of the proposed changes can be categorized as streamlining, closing loopholes, or reducing regulatory burden. Below are several examples of proposals included in each category:

- 1) **Streamlining licensure regulations** – Several proposals are aimed at “cleaning up” the regulations while others look to simplify the process and provide educators with additional options.

Examples:

- a) Provide greater flexibility in the professional development an educator can participate in for purposes of license renewal, rather than directing the content for their professional development (603 CMR 44.06).
- b) Condense multiple and repeated references to completing approved programs into one option and move descriptions of the differences among various types of programs to guidelines (603 CMR 7.05 & 603 CMR 7.04(2)(c)).
- c) Simplify access for experienced out-of-state educators to receive a Temporary and Initial license and change the validity period for a Temporary license from one calendar year to one year of employment (603 CMR 7.02 & 7.04(2)(d)).

- 2) **Closing loopholes** – The focus here is on balancing requirements among candidates and eliminating aspects of the system that do not encourage continuous growth and development.

Examples:

- a) Grant one preliminary license that is valid for five years of employment, requiring the educator to complete an approved route to advance to the initial license within that period of time regardless of how many subjects and grade levels of preliminary license are held. (603 CMR 7.02 & 603 CMR 7.05).
- b) Require out-of-state principal license applicants to complete and pass the performance assessment for leaders (PAL) to attain a principal license if they have less than one year of experience as a principal/assistant principal. (603 CMR 7.09).

- 3) **Reduce/eliminate unnecessary burden** – The goal here is to simplify and clarify the licensure process for districts, aspiring educators, and educators adding or advancing licenses.

Examples:

- a) Move the detailed subject matter knowledge requirements out of the regulations and into guidelines so that when Curriculum Frameworks are updated, then the licensure requirements, requirements for preparation programs, and MTEL exams can be updated seamlessly. (603 CMR 7.06).
- b) Condense the principal/assistant principal license from three levels (PreK-6, 5-8 and 9-12) to two levels (PreK-8 and 5-12) to align to the structure for other licenses and provide more flexibility in hiring. (603 CMR 7.04(3)(a)).
- c) Eliminate a separate set of regulations relating to certification of supervisors of attendance (603 CMR 13.00) while updating and defining the requirements for this position. 603 CMR 7.15(9).

In addition to these examples provided above, I would like to call the Board's attention to several specific proposals that are being presented to you: 1) expanding eligibility to obtain the autism endorsement to "general" educators; 2) clarifying the process relating to license sanctions; and 3) separating Digital Literacy/Computer Science and Instructional Technology licenses.

Expanding Eligibility for Autism Endorsement

The Board voted in September 2015 to adopt regulations creating the optional Autism Endorsement for special educators. At that time the Board also directed the Commissioner to investigate expanding eligibility for the newly created optional Autism Endorsement to general educators. As a result, the Department invited key stakeholders to participate in an Autism Endorsement workgroup meeting in March 2016. Invited stakeholders included representatives from Massachusetts Advocates for Children (MAC), the Massachusetts Teachers Association (MTA), the American Federation of Teachers (AFT-MA), and representatives from institutions of higher education.

Based on feedback from the Board and this workgroup, the Department developed a survey to solicit stakeholder feedback on this potential expansion and on various options for the expansion. This survey was disseminated widely to key stakeholder groups, posted on our website, and published through the Commissioner's Weekly Update and Twitter. The Department received 451 responses to the survey in May and June of 2016. Sixty-one percent of respondents indicated that they believe the endorsement eligibility should be expanded to general educators, and approximately 70 percent of respondents indicated that there should be some prerequisite special education coursework for general educators seeking the endorsement. Please see the attached summary of key findings from the stakeholder engagement process.

The Department has also received strong support for expanding eligibility for the endorsement from stakeholder groups, including public comment from MAC at the December 2016 Board meeting, and a letter of support from the state Autism Commission, which is comprised of autism experts, providers, advocates, and state leaders appointed by the Governor to continue efforts to improve and expand treatment, resources, and insurance coverage for individuals with autism.

Therefore, we propose that the Board solicit public comment on the proposal to expand eligibility for the autism endorsement to all licensed educators who previously have earned a minimum of three graduate credits related to special education(603 CMR 7.14 (5)).

Clarifying Process for License Sanctions

State law gives the Commissioner the power and duty to grant educator licenses and to revoke educator licenses for cause, pursuant to standards and procedures established by the Board in the regulations. The proposed amendments to the license revocation section, 603 CMR 7.15(8), would clarify certain provisions that provide due process for licensed educators and align with Department practices. Specific proposals include:

- State explicitly that the Commissioner may issue license sanctions less than revocation or suspension, such as a reprimand. This change provides the Commissioner flexibility to impose lesser sanctions in cases in which a revocation or suspension is not warranted.
- State explicitly that license sanctions may be imposed if a license holder compromises student safety or the integrity of the student-educator relationship.
- Clarify that the term “convicted of a crime” includes a continuance without a finding and other dispositions of criminal matters not specifically listed in the regulations.
- Remove the “Investigatory Subpoena” provision of the regulations and reflect in regulation the requirement that educators and school administrators provide the Department with information and documents relating to an investigation of misconduct.
- Clarify other provisions. For example, the regulation on the Department’s periodic notice to school superintendents about license actions is revised to include heads of charter schools and virtual schools, who are routinely notified of disciplinary actions but are not currently listed in the regulations.

Digital Literacy/Computer Science and Instructional Technology

Based on feedback and comments received at the December 2016 Board meeting and additional outreach conducted by Department staff, I propose that we maintain an instructional technology license. The main function of an instructional technology specialist is to enable improved student and educator access to high-quality new learning models, supported by technology, that prepare them for student and school success. As a result, we are proposing to move the instructional technology license from a teacher license to a specialist teacher license. In addition, the proposed new Digital Literacy/Computer Science (5-12) license will ensure that students engaged in computer science classes at the middle school and high school levels are taught by an educator who has demonstrated appropriate subject matter knowledge in digital literacy and computer science.

603 CMR 7.00

Regulations for Educator Licensure and Preparation Program Approval

Most Recently Amended by the Board of Elementary and Secondary Education: September 22, 2015

Section:

[7.01:](#) Purpose and Authority

[7.02:](#) Definitions

[7.03:](#) Educator Preparation Program Approval

[7.04:](#) Types of Licenses, Requirements for Licensure, Licenses Issued, and Requirements for Field-Based Experience

[7.05:](#) Routes to an Initial Teacher License and Specialist Teacher Licenses

[7.06:](#) Subject Matter Knowledge Requirements for Teachers

[7.07:](#) Specialist Teacher Licenses

[7.08:](#) Professional Standards for Teachers

[7.09:](#) Licenses and Routes for Administrators

[7.10:](#) Professional Standards for Administrative Leadership

[7.11:](#) Professional Support Personnel Licenses

[7.12:](#) Standards for Induction Programs for Teachers

[7.13:](#) Standards for Induction Programs for Administrators

[7.14:](#) Endorsements

[7.15:](#) General Provisions

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7.01: Purpose and Authority

(1) **Purpose.** The provisions of 603 CMR 7.00 are intended to accomplish several major objectives:

- (a) Strengthen the subject matter knowledge required for each license;
- (b) Strengthen the subject matter knowledge required for the teaching of reading for all teacher licenses;
- (c) Clarify and strengthen the professional standards for practice for teachers and administrators;
- (d) Clarify alternate ways in which prospective teachers and administrators can be prepared for a career in education;
- (e) Strengthen safeguards for parents and students by requiring strong induction programs and three years of employment before new teachers can obtain a Professional license;
- (f) Prepare educators to help all students achieve; and
- (g) Strengthen accountability for providers of preparation programs by linking state approval to the performance of their candidates on state licensing tests and performance assessments, as well as results of state administered surveys, employment data and evaluation ratings data.

(2) **Authority.** 603 CMR 7.00 is promulgated by the Board of Elementary and Secondary Education pursuant to M. G. L. c. 71, §§ 38G, [38G1/2](#) and [c. 76, §19](#).

7.02: Definitions

As used in 603 CMR 7.00, the following terms shall have the following meanings:

Academic Discipline Appropriate to the Instructional Field of the License: The subject knowledge specified in appropriate provisions of 603 CMR 7.06 for teacher licenses and in 603 CMR 7.07 for specialist teacher licenses.

Administrative Apprenticeship/Internship: A comprehensive field-based learning experience of at least 300 hours in the role and at the level of the license sought, guided by a trained mentor who holds a Professional license in the same role. It shall provide seminars, workshops, and other opportunities for candidates to address the Professional Standards for Administrators set forth in 603 CMR 7.10 and prepare candidates for a Performance Assessment for Initial License. Such experience should be regularly spaced over the course of an academic year and may be completed as a paid or unpaid apprenticeship or as an internship while the candidate is employed as an acting administrator.

Aggregate Pass Rate: The number of educator preparation program completers who passed all the Massachusetts Tests for Educator Licensure they took in a category of tests divided by the number of completers who took one or more of the tests in that category, expressed as a percent.

Alternative Preparation Organization: An organization, other than an institution of higher education, that prepares individuals for educator licensure. The organization could be sponsored by a school district, educational collaborative, professional association, or other non-higher education institution.

Alternative within an Institution of Higher Education: A non-degree post-baccalaureate educator preparation program leading to the initial license.

Apprenticeship: A paid or unpaid field-based experience of at least one semester in the role and at the level of the license sought, in a classroom with a supervising classroom teacher who holds a Professional license.

Approved Preparation Program: A program approved by the Commissioner to prepare individuals for educator licensure in the Commonwealth of Massachusetts.

Assistive Technology: Assistive technology devices and services as defined under the Individual with Disabilities Education Act, 20 USC §§1401(1),1401(2); 34 CFR §§300.5, 300.6.

Augmentative and Alternative Communication: Methods of communication other than oral speech that enhance or replace conventional forms of expressive and receptive communication to facilitate interaction by and with persons with disabilities who are nonverbal or have limited speech, including, but not limited to: specialized gestures and signs; communication aids such as charts, symbol systems, visual supports, and language boards; mouth sticks; and electronic communication devices such as switches, head pointers, eye tracking, dynamic displays, auditory scanning, and voice output devices.

Bachelor's Degree: For an undergraduate student seeking a first teaching license, a Bachelor of Science or Bachelor of Arts degree from an accredited college or university resulting from the completion of an undergraduate program in which the student has satisfactorily met the requirements for a major in one or more academic subjects in the arts or sciences or for a major appropriate to the instructional field of the license sought. For a post-baccalaureate student, a

Bachelor of Science or Bachelor of Arts degree resulting from the completion of an undergraduate program in which the student has satisfactorily met its requirements.

Board: The Massachusetts Board of Elementary and Secondary Education.

Cohort: For Title II of the Higher Education Act and state reporting purposes, any group of candidates who complete an educator preparation program from September 1 through August 31st of any year.

Commissioner: The Commissioner of Elementary and Secondary Education or his or her designee.

Communication and Literacy Skills Test: The test of communication and literacy skills included in the Massachusetts Tests for Educator Licensure.

Competency Review: The process for determining whether the subject matter knowledge requirements for a license have been met in a field for which there is no subject matter knowledge test, using Department guidelines.

Core Academic Subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Core Academic Teachers: For purposes of sheltered English immersion instruction, early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of severe disabilities, and teachers of the following academic subjects: English, reading or language arts, mathematics, science, civics and government, economics, history, and geography.

Department: The Massachusetts Department of Elementary and Secondary Education.

Educator: Any person employed by a school or school district in a position requiring a license.

Endorse: The action taken by a sponsoring organization when a program completer has successfully completed all of the approved program requirements, regardless of whether or not the individual has taken or passed the Massachusetts Tests for Educator Licensure.

Endorsement: A supplementary credential issued to an educator licensed under 603 CMR 7.00, or a credential issued to an individual otherwise required by law or regulation to obtain such credential, indicating satisfactory knowledge and skills to perform services in the area(s) specified.

Enrolled: The point at which an individual has met all the sponsoring organization's requirements to be formally admitted into the educator preparation program.

Field: The subject, population, or professional role specified in the title of a license issued by the Department.

Field-Based Experience: Experiences such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, internship, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators. Field-based experiences shall cover a range of time periods within the school year.

Guidelines: All Guidelines identified in these Regulations, 603 CMR 7.00, will be issued by the Department and approved by the Commissioner following a period of public comment.

Inclusive General Education Classroom Experience: A practicum that takes place in a classroom that serves both students with and without disabilities. The students with disabilities must be receiving some of their Individualized Education Program services in the classroom setting. The teacher candidate must address the individual and group needs of all of the students (with and without disabilities) who are assigned to the classroom and receive supervision from both a special educator and a general educator during the practicum.

Induction Program: A planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings. An induction program should be an integral part of a school district's professional development plan.

Initial License: An educator license issued to a person who has completed a bachelor's degree, passed the Massachusetts Tests for Educator Licensure, completed an educator preparation program approved by the Commissioner, and met other eligibility requirements established by the Board. The Initial license is valid for five years of employment and may be ~~extended~~ renewed at the discretion of the Commissioner for an additional five years. This license is equivalent to a provisional educator certificate with advanced standing as defined in M. G. L. c. 71, § 38G.

Institution of Higher Education: A college or university sponsored degree-granting educator preparation program.

Interim Review: An on-site review conducted by the Department to determine whether an approved preparation program is meeting the standards and benchmarks set forth in 603 CMR 7.03 (2) and (3) and the Guidelines for Program Approval.

Internship: A paid or unpaid, supervised, and mentored field-based experience, outside of an approved program, in the role and at the level of the license sought. Interns must be evaluated through a Performance Assessment for Initial License, using Department guidelines.

Level: The range of grades within which a given license is valid.

License: Any credential issued to an educator ~~as specified in under~~ 603 CMR 7.04-(1)9. The terms "license" and "licensure" as used in 603 CMR 7.00 are equivalent to the terms "certificate" and "certification" as used in M. G. L. c. 71, § 38G.

Massachusetts Tests for Educator Licensure (MTEL): Examinations required of all candidates for ~~Provisional~~ ~~eliminary~~ or Initial license. The MTEL examines communication and literacy skills, and subject matter knowledge appropriate to the license sought.

Mentor: An educator who has at least three full years of experience under an Initial or Professional license and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school/district procedures. In addition, a mentor may assist an experienced educator who is new to a school, subject area, or grade level. A mentor may also assist an educator who is participating in a performance assessment or a district-based program for licensure.

NASDTEC Interstate Agreement: The agreement sponsored by the National Association of State Directors of Teacher Education and Certification (NASDTEC) concerning reciprocal licensing of educational personnel among participating jurisdictions.

Panel Review: The process used by the Department for reviewing and recommending candidates for Initial licensure who have substantial experience and formal education relevant to the license sought but have not met the specific license requirements.

Performance Assessment for Initial License: Assessment of educator performance for Initial licensure using Department guidelines.

Performance Assessment Program: A Department-sponsored Performance Assessment Program for the Professional license that includes a series of seminars and a performance assessment.

Performance Review Program for Initial Licensure (PRPIL): A performance review that satisfies the requirements for a practicum/practicum equivalent based on eligibility requirements, portfolio review, supervision and mentoring during an internship, and the completion of a Performance Assessment for Initial License.

Practicum/Practicum Equivalent: A field-based experience within an approved program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the sponsoring organization and the supervising practitioner and evaluated in a Performance Assessment for Initial License. See 603 CMR 7.04 (4) for practicum hours. The duration of any equivalent to a practicum shall be no fewer hours than provided for the practicum in 603 CMR 7.04 (4). An equivalent to a practicum may include an apprenticeship, the initial five-month period of service as teacher or administrator of record under a Provisional ~~eliminary~~ license, or others approved by the Department.

~~**Preliminary License:** A license issued to a person who holds a bachelor's degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements established by the Board in 603 CMR 7.04 (2) and 7.09 (1). The Preliminary license is valid for five years of employment. This license is equivalent to a provisional educator certificate as defined in M. G. L. c. 71 § 38G.~~

Pre-practicum: Early field-based experiences with diverse student learners, integrated into courses or seminars that address either the Professional Standards for Teachers as set forth in 603 CMR 7.08 or the Professional Standards for Administrative Leadership as set forth in 603 CMR 7.10, in accordance with the Pre-practicum Guidelines. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.

Professional License: An educator's license issued to a person who has met the requirements for an Initial license in that field and met requirements established by the Board set forth in 603 CMR 7.04 (2)(c), 7.09, or 7.11. The Professional license is valid for five years and renewable for additional five-year terms as set forth in 603 CMR 44.00. This license is equivalent to a standard educator certificate as defined in M. G. L. c. 71, § 38G.

Program Approval: State authorization of an educator preparation program or its sponsoring organization to endorse program completers prepared in Massachusetts for educator licensure

in the Commonwealth of Massachusetts. Also, the process through which a program or sponsoring organization may receive state approval.

Program Completer: An individual who has completed all the requirements of a state-approved preparation program (i.e., instruction/course work and practicum), regardless of whether that person has taken and passed state tests or assessments for licensure or has been endorsed for licensure by the program or its sponsoring organization.

Program of Study: The coursework, seminars, workshops, webinars, field experiences, and other program components that are required for the completion of an approved program.

Program Supervisor: The supervisor from the sponsoring organization, under whose immediate supervision the candidate for licensure practices during a practicum.

Provisional License: A license issued to a person who holds a bachelor's degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements established by the Board in 603 CMR 7.04 (2) and 7.09 (1). The Provisional license is valid for five years of employment. An educator who holds one or more provisional licenses may be employed under said license(s) for no more than five years in total.

~~**Regional Credential:** A regional license or certificate from another state or jurisdiction, issued under the terms of a contract entered into pursuant to the NASDTEC Interstate Agreement, including but not limited to the Northeast Regional Credential. Such a license shall be comparable to the Initial license and is valid for two years from the date of issue.~~

~~**Regionally Licensed Educator:** An educator who holds a regional credential and is eligible to teach for two years while completing the requirements for Initial licensure.~~

Sheltered English Immersion (SEI): Shall have the meaning set forth in M.G.L. c. 71A, §2.

Single Assessment Pass Rate: The number of educator preparation program completers who passed a MTEL test divided by the number of all completers who took that test, expressed as a percent.

Sponsoring Organization: Institution of higher education or alternative preparation organization that provides, or seeks to provide, approved preparation programs.

Subject Matter Knowledge Requirements: Topics from the content of a discipline or field. These topics do not necessarily coincide with academic courses or imply a specific number of credit hours. The subject matter knowledge requirements for each license will be outlined in the Subject Matter Knowledge Guidelines, are approved by the Commissioner in guidelines.

Summary Pass Rate: The number of a sponsoring organization's teacher preparation program completers who passed all the Massachusetts Tests for Educator Licensure they took divided by the number of the sponsoring organization's completers who took one or more tests, expressed as a percent.

Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a

practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

Teacher: Any person employed in a school or school district under a license listed in 603 CMR 7.04 (3) (a).

Teacher of Record: One or more teachers who are assigned primary responsibility for a student's learning in a subject, grade or course.

Temporary License: An educator license issued to a person who holds a bachelor's degree and valid license or certificate of a type comparable to at least an Initial license in Massachusetts from another state or jurisdiction, and who has been employed under such license for a minimum of three years and has met the requirements set forth in 603 CMR 7.04 (2) (d). It is valid for one year of employment -and is nonrenewable. Service under a Temporary license shall be counted as service in acquiring professional teacher status, contingent upon the educator passing the applicable licensure tests.

Temporary Substitute Teacher: An educator who is employed, on a temporary basis, for less than 90 consecutive school days in the same role, to take the place of a regularly employed educator who is absent. Any educator who is employed on a temporary basis for more than 90 consecutive school days in the same role must either be licensed for the role or working under a hardship waiver.

Transition Services: This term shall have the meaning given it in federal law at 20 USC 1401(34).

7.03: Educator Preparation Program Approval

(1) **Program Approval.** The Department shall issue Guidelines for Program Approval to be used in reviewing programs seeking state approval. The Guidelines for Program Approval will include detailed effectiveness indicators for each program approval standard set forth in 603 CMR 7.03 (2).

(a) Candidates may qualify for licensure through successful completion of an approved preparation program leading to the license sought, providing they meet all other requirements. Individuals who complete approved preparation programs may be eligible for licensure reciprocity with other states that are parties to the NASDTEC Interstate Agreement.

(b) Sponsoring organizations with approved preparation programs have the authority to review prior course work and work experience of their candidates and waive otherwise required course work, including the first half of the practicum or practicum equivalent, when designing programs of study for them. Granting such waivers is the official responsibility of the sponsoring organization. Records of candidates for whom coursework or other program requirements have been waived must be available during onsite review.

(c) A sponsoring organization that has received approval of one or more of its preparation programs shall endorse candidates who complete the approved preparation program.

(d) A sponsoring organization seeking approval of its preparation program(s) shall invite the Department to review them. The sponsoring organization shall provide written evidence in

accordance with the Guidelines for Program Approval, demonstrating that it satisfies the requirements set forth in 603 CMR 7.03 (1) through (4) for each program for which approval is sought. The Department shall review the written information for each proposed program and verify it through an onsite review at the sponsoring organization. The Department shall use the same standards in reviewing all programs and sponsoring organizations for approval.

(e) Program approval will be for a period of seven years, unless the program ceases to meet the requirements set forth in 603 CMR 7.03 (2) through (4) and in accordance with the Guidelines for Program Approval.

(f) During the seven-year approval period a sponsoring organization that seeks approval of a new program may ask the Department for an informal review of that program. Sponsoring organizations seeking approval for the first time may also request an informal review. If the review is favorable, individual candidates who complete the program will be deemed to have met the requirements for licensure in Massachusetts, providing they meet all other requirements. Approval of the program will be considered at the time of the next seven-year program review.

(2) Program Approval Standards. Each sponsoring organization seeking approval of its preparation program(s) shall provide evidence addressing the following Program Approval Standards, in accordance with the Guidelines for Program Approval.

(a) Continuous Improvement: ~~Demonstrate continuous improvement by c~~Conducting an annual evaluation to assess program compliance, effectiveness, and impact using an evidence-based system ~~that includes the analysis of state available data to ensure continuous improvement.~~

(b) Collaboration and Program Impact: Collaborate with school districts to ensure positive impact in meeting the needs of the districts.

(c) Capacity: Create, deliver and sustain effective preparation programs.

(d) Subject Matter Knowledge:

1. Initial License - Subject Matter Knowledge: ~~Ensure~~Demonstrate that program completers have content mastery based on the subject matter knowledge requirements; 603 CMR 7.06, 7.07, 7.09, and 7.11, at the level of an initially licensed educator.
2. Professional License - Advanced Subject Matter Knowledge: ~~Ensure~~Demonstrate that program completers have advanced content mastery based on the subject matter knowledge requirements; 603 CMR 7.06 and 7.07, at the level of a professionally licensed educator.

(e) Professional Standards for Teachers:

1. Initial License - Professional Standards for Teachers: ~~Ensure~~Demonstrate that program completers have been assessed and mastered the Professional Standards for Teachers at the level of an initially licensed teacher.
2. Professional License - Advanced Professional Standards for Teachers: ~~Ensure~~Demonstrate that program completers have been assessed and

mastered the Professional Standards for Teachers at the level of a professionally licensed teacher.

(f) Professional Standards for Administrative Leadership: ~~Ensure~~ Demonstrate that program completers have been assessed and mastered the Professional Standards for Administrative Leadership at the level of an initially licensed administrator.

(g) Educator Effectiveness: Demonstrate effectiveness of program completers ~~Analyze and use:~~ ing aggregate evaluation ratings data of program completers, employment data on program completers employed in the Commonwealth of Massachusetts, results of survey data, and other available data ~~to improve program effectiveness.~~

(3) Preparation.

(a) **Initial License.** All sponsoring organizations with approved programs leading to the Initial license shall provide preparation that addresses subject matter knowledge requirements for the license, in accordance with the Subject Matter Knowledge Guidelines. ~~See 603 CMR 7.06, 7.07, 7.09, and 7.11.~~ The following additional requirements apply to baccalaureate teacher preparation programs:

1. For elementary, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard of hearing, and teacher of the visually impaired licenses: not less than 36 semester hours in upper and lower level arts and sciences coursework addressing the relevant subject knowledge topics for those licenses set forth in 603 CMR 7.06. Some of this coursework might also count toward the required arts or sciences major or general education requirements.
2. For middle school licenses: 36 semester hours in a mathematics/science or English/history program of studies. This does not exclude the possibility of obtaining a single subject license in any of these subjects for grades 5-8.
3. For the general science license: at least 36 semester hours addressing the topics for the general science license.

(b) **Professional License.** Sponsoring organizations with approved preparation programs leading to the Professional license shall provide preparation that satisfies the requirements in 603 CMR 7.04 (2) (c) 5. a., b. i., or c. i. Coursework and experiences used by candidates to satisfy the requirements for an Initial license may not be used to satisfy the requirements for the Professional license in the same field. The academic disciplines appropriate to the instructional field of the Professional license sought are specified in ~~appropriate provisions of 603 CMR 7.06 for teachers and in 603 CMR 7.07 for specialist teachers~~ the Subject Matter Knowledge Guidelines.

1. Approved teacher or specialist teacher license programs sponsored by an alternative preparation organization of at least 50 contact hours of content-based seminars beyond the induction year.
2. Approved master's or higher graduate programs sponsored by accredited higher education institutions.
 - a. For early childhood, elementary, physical education, teacher of students with moderate disabilities, teacher of students with

severe disabilities, teacher of the deaf and hard of hearing, teacher of the visually impaired, and other teacher licenses at levels PreK-8: at least half the credits are in any combination of: upper-level undergraduate or graduate courses in arts or sciences or in professional schools, in the subject matter knowledge of the license sought; and pedagogical courses advanced beyond those for the Initial license based on subject matter knowledge of the Professional license sought.

- b. For specialist teacher licenses and teacher licenses at levels 5-12 and All: at least half the credits are in upper level undergraduate or graduate level courses in arts or sciences or in professional schools and are in subject matter knowledge or pedagogical courses advanced beyond those for the Initial license based on the subject matter knowledge of the Professional license sought.
- c. For teacher licenses at levels 8-12: at least half the credits are in graduate level courses in arts or sciences or in professional schools, in subject matter knowledge or pedagogical courses advanced beyond those for the Initial license based on the subject matter knowledge of the Professional license sought.

(4) **Annual Reporting.** All sponsoring organizations shall submit to the Department an annual report that includes the following information for each approved preparation program, in a form prescribed by the Department:

(a) Substantial changes to a program

(b) Candidate data:

- 1. Number and list of candidates enrolled.
- 2. Number and list of candidates completing all coursework, except the practicum/practicum equivalent.
- 3. Number and list of program completers.
- 4. Demographics:
 - i. Race
 - ii. Ethnicity
 - iii. Gender

(c) Faculty and Staff data:

- 1. Number of full-time equivalent
- 2. Number of part-time equivalent
- 3. Demographics:
 - i. Race
 - ii. Ethnicity
 - iii. Gender

(d) Annual Goals and Attainment

(e) Program with Zero Program Completers:

1. Reasons for zero program completers
2. Plans for increasing enrollment and number of program completers.

(f) Types of District Partnerships and Collaborations.

(5) **Public Reporting.** The Department shall publish an annual report including, but not limited to the following information for each sponsoring organization and approved preparation programs:

(a) Sponsoring Organization General Information

(b) Candidate Data

(c) Faculty and Staff Data

(d) District Partnerships and Collaborations

(e) Annual Goals and Attainment

(f) List of Approved Programs and Program of Study

(g) Admission Requirements for Approved Programs

(h) Manner of Exit from the Approved Program and Persistence Rates

(i) MTEL Pass Rates:

1. Single assessment and aggregate pass rates on licensing tests or assessments as required by 603 CMR 7.00.
2. Summary pass rates on licensing tests or assessments as required by 603 CMR 7.00 at the point of: enrollment, completion of all coursework but the practicum/practicum equivalent, and program completion.

(j) State Administered Survey Data from:

1. Candidates enrolled in an approved program.
2. Candidates who have completed all coursework, but the practicum/practicum equivalent.
3. Program completers
4. District personnel

(k) Aggregate Employment Data of Program Completers employed in the Commonwealth of Massachusetts

(l) Aggregate Evaluation Ratings of Program Completers

(6) **Revoking Approval.**

(a) The Department may conduct an interim review of an approved preparation program on an as-needed basis to corroborate and augment the information provided by an approved preparation program pursuant to 603 CMR 7.03 (4), or during the seven-year cycle review.

(b) Following the interim review, if the approved preparation program fails to meet the requirements and benchmarks set forth in 7.03 (2) and (3) and the Guidelines for Program Approval, it shall receive a designation of low performing.

(c) The sponsoring organization shall submit an improvement plan to the Department for any of its programs that receive the designation of low performing. The Department will monitor progress in meeting the goals of the improvement plan. If, after one year under review, a program has not made satisfactory progress, its approval may be revoked. The Commissioner may extend the review for a second year if additional data must be collected, e.g., for small programs with enrollment of less than ten.

(d) The Commissioner will make the final determination regarding revocation of state approval.

(7) Restoring Approval.

(a) A sponsoring organization must wait two years after approval of an educator preparation program has been revoked before it can apply to the Department to restore approval. The sponsoring organization shall submit written documentation of how it will address the requirements set forth in 603 CMR 7.03 (2) through (4).

(b) The Department will review the written documentation to determine whether the organization and its program(s) satisfy all of the requirements set forth in 603 CMR 7.03 (2) through (4). Programs that demonstrate that they satisfy the requirements set forth in 603 CMR 7.03 (2) and (3) will be allowed to recruit students.

(8) Implementation

(a) Approved programs leading to licenses set forth in 603 CMR 7.06 will be required to implement the requirements set forth in 603 CMR 7.08 by July 1, 2016.

[\(b\) Approved programs leading to licenses set forth in 603 CMR 7.06 will be required to implement new subject matter knowledge in accordance with the Subject Matter Knowledge Guidelines within 18 months of issuance of the new or updated Subject Matter Knowledge Guidelines.](#)

7.04: Types of Educator Licenses, Requirements for Licensure, Licenses Issued, and Requirements for Field-Based Experience

(1) Types of Licenses.

- (a) Provisional/eliminary
- (b) Initial
- (c) Professional
- (d) Temporary

(2) Requirements for Teacher Licensure.

(a) **Provisional/eliminary.** This is available only for licenses under 603 CMR 7.04 (3) (a)

1. Possession of a bachelor's degree.
2. Passing score on the Communication and Literacy Skills test.
3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06, where available.
4. Competency Review for candidates seeking the following licenses:
 - a. Teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, and teacher of the visually impaired.
 - b. Fields for which there is no subject matter knowledge test available.
5. Additional requirements for the early childhood, elementary, teacher of students with moderate disabilities, teacher of the deaf and hard of hearing (Oral/Aural) and teacher of the visually impaired licenses:
 - ~~a. Seminars or courses that address teaching these populations:~~
 - ~~i. Reading~~
 - ~~ii. English language arts~~
 - ~~iii. Mathematics~~
 - ~~b.a.~~ Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
 - ~~e.b.~~ Passing score on the Foundations of Reading test.
6. Additional requirements for the teacher of students with severe disabilities, and teacher of the deaf and hard of hearing (American Sign Language/Total Communication) licenses:
 - ~~a. Seminars or courses that address teaching this population:~~
 - ~~i. Reading~~
 - ~~ii. English language arts~~
 - ~~iii.i. Mathematics~~

Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
7. Evidence of sound moral character.

(b) **Initial**

1. Possession of a bachelor's degree.
2. Passing score on the Communication and Literacy Skills test.
3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in [603 CMR 7.06 and 7.07](#) the Subject

Matter Knowledge Guidelines. Where no test has been established, completion of an approved program will satisfy this requirement.

4. Completion of an approved route program for the Initial license sought as set forth in 603 CMR 7.053 (2) (a).
5. For core academic teachers, possession of an SEI Teacher Endorsement.
6. Evidence of sound moral character.

(c) Professional

1. Possession of an Initial license in the same field as the Professional license sought.
2. Completion of a one-year induction program with a mentor.
3. At least three full years of employment under the Initial license.
4. At least 50 hours of a mentored experience beyond the induction year, which may be fulfilled as part of a program option in 603 CMR 7.04 (2) (c) 5.
5. Completion of one of the following:

~~a. Approved district based program for the Professional license sought as set forth in 603 CMR 7.03 (2) (b) 1. a.~~

~~a. A master's or higher graduate level program in an accredited college or university that is or includes one of the following:~~

~~b.a. a. Completion of a An A approved licensure program for the Professional license sought as set forth in 603 CMR 7.03 (3) (b) (2) (b) 1. b.~~

~~b. A Pprograms leading to eligibility for master teacher status, such as those sponsored by the National Board for Professional Teaching Standards and others accepted by the Commissioner.~~

~~A master's degree program or other advanced graduate program in the academic discipline appropriate to the license sought in a graduate or professional school other than education.~~

~~—A master's degree program or other advance graduate program in the academic discipline appropriate to the license sought in a graduate or professional school other than education.~~

~~e. c. For those who have completed any master's or higher degree or other advanced graduate program not described in 603 CMR 7.04 (2) (c) 5. b., in an accredited college or university, one of the following: at least 12 credits of graduate level courses in subject matter knowledge or pedagogy based on the subject matter knowledge of the~~

Professional license sought; these may include credits earned prior to application for the license

~~Approved, non-degree, 12-credit program of which no fewer than nine credits are in subject matter knowledge or pedagogy based on the subject matter knowledge of the Professional license sought as set forth in 603 CMR 7.03 (4) (b) 1.~~

~~12 credits of graduate level courses in subject matter knowledge or pedagogy based on the subject matter knowledge of the Professional license sought; these may include credits earned prior to application for the license.~~

~~Programs leading to eligibility for master teacher status, such as those sponsored by the National Board for Professional Teaching Standards and others accepted by the Commissioner.~~

~~d. A Department sponsored Performance Assessment Program, when available.~~

- 6. Additional requirements for the teacher of the deaf and hard of hearing license (American Sign Language/Total Communication):
 - a. Passing score on a test of sign language proficiency approved by the Department.

(d) Temporary

1. Possession of a bachelor's degree.

~~1.2.~~ Possession of a valid educator license or certificate from another state or jurisdiction ~~of a type comparable to at least an Initial license in Massachusetts.~~

~~2.3.~~ At least three years of employment under such valid license or certificate.

~~3.4.~~ Has not failed any part of the applicable licensure tests required by 603 CMR 7.04 (2) (a) 2 and 3.

~~4.5.~~ Evidence of sound moral character.

(3) **Licenses Issued.** The following licenses will be issued and will be valid for employment at the grade levels indicated:

(a) Teacher Licenses and Levels

- | | |
|--------------|------------------------------|
| 1. Biology | 5-8; <u>8</u> -12 |
| 2. Business | 5-12 |
| 3. Chemistry | 5-8; <u>8</u> -12 |
| 4. Dance | All |

5. <u>Digital Literacy/Computer Science</u>	<u>5-12</u>
6. Early Childhood: Teacher of Students With and Without Disabilities	PreK-2
7.6. Earth and Space Science	5-8; 8-8-12
87. Elementary	1-6
98. English	5-8; 8-12
109. English as a Second Language (ESL)	PreK-6; 5-12
110. Foreign Language	PreK-6; 5-12
121. General Science	1--6; 5-8
132. Health/Family and Consumer Sciences	All
143. History	1-6; 5-8; 8-12
14. Instructional Technology	All
15. Latin and Classical Humanities	5-12
16. Library	All
17. Mathematics	1-6; 5-8; 8-12
18. Middle School: Humanities	5-8
19. Middle School: Mathematics/Science	5-8
20. Music: Vocal/Instrumental/General	All
21. Physical Education	PreK-8; 5-12
22. Physics	5-8; 8-8-12
23. <u>Social Political Science/Political Philosophy</u>	5-8; 8-12
24. Speech	All
25. Teacher of Students with Moderate Disabilities	PreK-8; 5-12
26. Teacher of Students with Severe Disabilities	All
27. Teacher of the Deaf and Hard-of-Hearing	All
28. Teacher of the Visually Impaired	All
29. Technology/Engineering	5-12
30. Theater	All
31. Visual Art	PreK-8; 5-12

(b) Specialist Teacher Licenses and Levels

1. Academically Advanced	PreK-8
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1.2 <u>Instructional Technology Specialist</u>	All
2. Reading	All
3.3. Speech, Language, and Hearing Disorders	All

(c) Administrator Licenses and Levels

1. Superintendent/Assistant Superintendent	All
2. School Principal/Assistant School Principal	PreK- 8 6; 5- 8 ; 9 -12
3. Supervisor/Director	Dependent on Prerequisite License
4. Special Education Administrator	All
5. School Business Administrator	All

(d) Professional Support Personnel Licenses and Levels

1. School Guidance -Counselor	PreK-8; 5-12
2. School Nurse	All
3. School Psychologist	All
4. School Social Worker/School Adjustment Counselor	All

(4) Requirements for Field-Based Experience for the Initial License. Field-based experiences are an integral component of any program for the preparation of educators.

Pre-Practicum. They must begin early in the preparation program (pre-practicum) and be integrated into the courses or seminars that address Professional Standards for Teachers or Professional Standards for Administrators, [in accordance with the Pre-Practicum Guidelines](#).

Practicum. A practicum or practicum equivalent must be supervised jointly by the supervisor from the preparation program in which the candidate is enrolled and the supervising practitioner. The supervising practitioner responsible for the larger portion of the practicum or practicum equivalent and the program supervisor will together evaluate the candidate on the basis of the appropriate standards. Disagreement between the supervising practitioner and the program supervisor will be resolved by the decision of a third person chosen jointly by them.

All individuals in educator preparation programs shall assume full responsibility of the classroom for a minimum of 100 hours.

All practicum/practicum equivalents shall be completed within a Massachusetts public school, approved private special education school, Massachusetts Department of Early Education Care approved preschools, educational collaboratives, or a school that requires Massachusetts educator licensure.

Practicum or Practicum Equivalent Requirements are as follows:

- | | |
|---|------------|
| (a) Early Childhood: Teacher of Students With and Without Disabilities (100 hours in PreK-K, 200 hours in 1-2; at least one setting must include children with disabilities) | 300 hours |
| (b) Teacher, Grades 1-6 | 300 hours |
| (c) Teacher, Grades 5-8 | 300 hours |
| (d) Teacher, Grades 8-12 | 300 hours |
| (e) Teacher, Grades PreK-6 or PreK-8 | 300 hours |
| (f) Teacher, Grades 5-12 | 300 hours |
| (g) Teacher, All
(150 hours at each of any two of the following levels:
PreK-6, 5-8, 8-12) | 300 hours |
| (h) Teacher of Students with Moderate Disabilities (for PreK-8, 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities; for 5-12, 300 hours in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate or substantially separate setting for students with moderate disabilities)* | *300 hours |
| (i) Teacher of Students with Severe Disabilities (at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting) | 300 hours |
| (j) Specialist (unless otherwise indicated) | 150 hours |
| (k) Superintendent/Assistant Superintendent | 500 hours |
| (l) Principal/Assistant Principal | 500 hours |
| (m) Supervisor/Director | 300 hours |
| (n) Special Education Administrator | 500 hours |
| (o) School Business Administrator | 300 hours |
| (p) Professional Support Personnel
(See individual license requirements)** | ** |

(5) Endorsements Issued:

- (a) Sheltered English Immersion Teacher
- (b) Sheltered English Immersion Administrator
- (c) Transitional Bilingual Learning
- (d) Transition Specialist
- (e) Autism Endorsement

- ~~(f) Supervisor of Attendance~~
- ~~(fg) Academically Advanced~~

7.05: Routes to Initial Teacher and Specialist Teacher Licenses

(1) **Route One** is for teacher candidates who ~~complete a Massachusetts approve preparation program as set forth in 7.03.receive their preparation in approved undergraduate programs. Route One cannot be used to prepare for a license as a library teacher. Teacher c~~Candidates seeking licensure under Route One shall meet the following requirements:

- (a) Bachelor's degree.
- (b) Completion of an approved program as set forth in 7.03 ~~(2) (a).~~
- (c) Passing score on the Communication and Literacy Skills test.
- (d) Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in the Subject Matter Knowledge Guidelines~~603 CMR 7.06 and 7.07.~~
- (e) For core academic teachers, possession of an SEI Teacher Endorsement.

~~(2) **Route Two** is for teacher candidates who receive their preparation in approved post-baccalaureate programs, including approved alternative programs. Teacher candidates seeking licensure under Route Two must meet the following requirements:~~

- ~~(a) Bachelor's degree.~~
- ~~(b) Completion of an approved program as set forth in 7.03 (2) (a).~~
- ~~(c) Passing score on the Communication and Literacy Skills test.~~
- ~~(d) Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements in 603 CMR 7.06 and 7.07.~~
- ~~(e) For core academic teachers, possession of an SEI Teacher Endorsement.~~

~~(3) **Route Three** is for teacher candidates who hold a Preliminary license, serve in a school and are either hired as teachers of record or are serving an apprenticeship in a classroom under the direct supervision of a teacher who holds an appropriate license. Candidates seeking licensure under Route Three shall meet the following requirements:~~

- ~~(a) Possession of a Preliminary license in the field and at the level of the license sought. See 603 CMR 7.04 (2) (a).~~
- ~~(b) An approved program for the license sought.~~
- ~~(c) For core academic teachers, possession of an SEI Teacher Endorsement.~~

~~(4) **Route TwoFour** is the Performance Review Program for Initial Licensure (PRPIL) process for teacher candidates who hold a Provisional~~eliminary~~ license and; are hired as teachers of record, ~~and are working in a district that does not have an approved program for the Initial license. The PRPIL process is through a Department approved provider. Route Four is not available for the following teacher and specialist teacher licenses: early childhood, elementary, library, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard of hearing, teacher of the visually impaired, academically advanced, reading, and speech/language/hearing disorders.~~ Candidates seeking licensure under Route ~~Four~~Two shall meet the following eligibility requirements:~~

- (a) Possession of a ~~Provisional~~Provisional~~eliminary~~ license in the field and at the level of the license sought. See 603 CMR 7.04 (2) (a).
- (b) At least three full years of employment in the role of the ~~Provisional~~Provisional~~eliminary~~ license.
- (c) Documentation of seminars, courses, and experience relevant to the Professional Standards for Teachers in 603 7.08 (1), (2), and (3).
- (d) A recommendation from the principal of each school where the candidate was employed under the ~~Provisional~~Provisional~~eliminary~~ license or in the role of the license sought.
- (e) A competency review for those license fields that have no subject matter knowledge test, or for which not all the subject matter knowledge required for the license is measured by the test.
- (f) For core academic teachers, possession of an SEI Teacher Endorsement.

~~(53)~~ **Route ThreeFive** is for candidates from outside Massachusetts. Candidates seeking licensure under Route ~~ThreeFive~~ shall meet the following requirements:

(a) Evidence of one of the following:

1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.
2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by an national organization accepted by the Commissioner, ~~such as the National Council for Accreditation of Teacher Education (NCATE).~~
- ~~3. Possession of a Regional Credential.~~
3. Possession of the equivalent of at least an Initial license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner ~~and three years of employment under such license/certificate during the previous seven years.~~
4. For educators prepared outside of the United States, completion of a Panel Review in accordance with Department guidelines.

(b) Passing score on the Communication and Literacy Skills test.

(c) Passing score on the subject matter knowledge test(s) appropriate to the license sought, where available, based on the subject matter knowledge requirements set forth in the Subject Matter Knowledge Guidelines. 603-CMR 7.06 and 7.07.

(d) For core academic teachers, possession of an SEI Teacher Endorsement.

7.06: Subject Matter Knowledge Requirements

Application. -The Subject Matter Knowledge Requirements are used by sponsoring organizations in designing their teacher preparation programs and in preparing their candidates. The subject matter knowledge requirements are also used by the Department in reviewing programs seeking state approval, and as the basis for the Massachusetts Tests for Educator Licensure.

Requirements. The Department shall publish guidelines with detailed subject matter knowledge requirements for licenses set forth in 7.04 (3) (a), (b), (c) 5. and (d) 1. and 4.

The specific subject matter knowledge that an educator must have/demonstrate in order to obtain a license are detailed in subject matter guidelines. When necessary, changes and updates to the subject matter knowledge requirements require a public comment period and these guidelines require approval from the Commissioner.

~~7.06: Subject Matter Knowledge Requirements for Teachers~~

~~(1) Biology (Levels: 5-8; 8-12)~~

- ~~(a) Biology of organisms, especially that of humans, including characteristics and classifications of organisms.~~
- ~~(b) Cells and cell theory.~~
- ~~(c) Ecology and evolutionary biology.~~
- ~~(d) Matter and energy in ecosystems.~~
- ~~(e) Genetics, including chromosome structure and function and inheritance.~~
- ~~(f) Molecular biology.~~
- ~~(g) Related aspects of chemistry, physics, earth science, and mathematics, such as statistics.~~
- ~~(h) Engineering and technical applications of biology.~~
- ~~(i) History and philosophy of science.~~
- ~~(j) Methods of research in the sciences, including laboratory techniques and the use of computers.~~

~~(2) Business (Levels: 5-12)~~

- ~~(a) Business communications.~~
- ~~(b) Business management.~~
- ~~(c) Human resource management.~~
- ~~(d) State and federal business law.~~
- ~~(e) Business marketing.~~
- ~~(f) Accounting principles and procedures.~~
- ~~(g) Business technology and information systems.~~
- ~~(h) Macro and microeconomics.~~
- ~~(i) Business mathematics.~~
- ~~(j) Principles and procedures related to entrepreneurship.~~

~~(3) Chemistry (Levels: 5-8; 8-12)~~

- ~~(a) Inorganic chemistry.~~
- ~~(b) Organic chemistry.~~
- ~~(c) Analytical chemistry.~~
- ~~(d) Physical chemistry.~~
- ~~(e) Biochemistry.~~
- ~~(f) Related aspects of biology, physics, earth science, and mathematics, such as statistics and calculus.~~
- ~~(g) Engineering and technical applications of chemistry.~~

- ~~(h) History and philosophy of science.~~
- ~~(i) Methods of research in the sciences, including laboratory techniques and the use of computers.~~
- ~~(4) Dance (Levels: All)~~
 - ~~(a) Dance technique, including skills and kinesthetic concepts of ballet, modern, jazz, tap, social, and folk dance.~~
 - ~~(b) Choreography, including elements and principles of design, rhythm, dynamics, form, improvisation, and composition.~~
 - ~~(c) Dance production, including costumes, lighting, sound, promotion, and management.~~
 - ~~(d) History of Western dance performance, including historical periods, major stylistic traditions, and major artists.~~
 - ~~(e) History of American dance performance from circa 1650.~~
 - ~~(f) Introductory knowledge of dance traditions across the world.~~
 - ~~(g) Children's dance, movement exploration, and improvisation.~~
 - ~~(h) Artistic development of children and adolescents in dance.~~
 - ~~(i) Dance criticism: analysis and critique of dance works and performance.~~
- ~~(5) Early Childhood: Teacher of Students With and Without Disabilities (Levels: PreK-2)~~
 - ~~(a) The following topics will be addressed on the Foundations of Reading test:
Reading theory, research, and practice.
Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
Phonemic awareness and phonics: principles, knowledge, and instructional practices.
Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
Development of a listening, speaking and reading vocabulary.
Theories on the relationships between beginning writing and reading.
Theories of first and second language acquisition and development.~~
 - ~~(b) The following topics will be addressed on a test of other subject matter knowledge:
English language arts
Children's literature: genres, literary elements, literary techniques, vocabulary demands.
Approaches and practices for developing skill in using writing tools.
Writing process and formal elements of writing.
Basic principles and concepts related to PreK-2 grade mathematics in number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
Basic principles and concepts of the physical and life sciences appropriate to the PreK-2 grades.
Basic principles and concepts of history, geography, government, and economics appropriate to the PreK-2 grades.
Basic theories of cognitive, social, physical, language, and emotional development in children and adolescents, including learning through play, as they apply to children with and without disabilities.
Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).~~
 - ~~(c) Topics in basic principles and concepts of the arts, health, and physical education appropriate to the PreK-2 grades shall be included in an approved program but will not be addressed on a written test of subject matter knowledge.~~
- ~~(6) Earth Science (Levels: 5-8; 8-12)~~
 - ~~(a) Geology.~~
 - ~~(b) Oceanography.~~
 - ~~(c) Astronomy.~~

~~(d) Environmental biology, physics, and chemistry.~~

~~(e) Meteorology.~~

~~(f) Related aspects of chemistry, physics, biology, and mathematics.~~

~~(g) Engineering and technical applications of earth science.~~

~~(h) History and philosophy of science.~~

~~(i) Methods of research in the sciences, including laboratory techniques and the use of computers.~~

~~(7) Elementary (Levels: 1-6)~~

~~(a) The following topics will be addressed on the Foundations of Reading test:~~

~~Reading theory, research, and practice.~~

~~Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.~~

~~Phonemic awareness and phonics: principles, knowledge, and instructional practices.~~

~~Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.~~

~~Development of a listening, speaking, and reading vocabulary.~~

~~Theories on the relationships between beginning writing and reading.~~

~~Theories of first and second language acquisition and development.~~

~~(b) The following topics will be addressed on the General Curriculum test:~~

~~English.~~

~~Children's and young-adult literature.~~

~~Adult literature, classical and contemporary works.~~

~~Genres, literary elements, and literary techniques.~~

~~Nature, history, and structure of the English language: lexicon and grammar.~~

~~Approaches and practices for developing skill in using writing tools.~~

~~Writing process and formal elements of writing and composition.~~

~~Mathematics.~~

~~Basic principles and concepts important for teaching elementary school mathematics in the following areas:~~

~~Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. -iv.).~~

~~Functions and algebra.~~

~~Geometry and measurement.~~

~~Statistics and probability.~~

~~Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.~~

~~The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.~~

~~History and Social Science.~~

~~Major developments and figures in Massachusetts and U.S. history from colonial times to the present.~~

~~Major developments and figures in world history, with stress on Western civilization.~~

~~Basic economic principles and concepts.~~

~~Basic geographical principles and concepts.~~

~~U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.~~

~~Science and Technology/Engineering.~~

~~Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.~~

~~Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.~~

~~Principles and procedures of scientific inquiry.~~

~~History of major scientific and technological discoveries or inventions.~~

~~Safety issues related to science investigations.~~

~~(c) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:~~

~~Science laboratory work.~~

~~Child development.~~

~~Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.~~

~~Characteristics and instructional implications of moderately and severely disabling conditions.~~

~~Basic principles and concepts in each of the visual and performing arts (art, music, drama/theater, dance).~~

~~Basic principles and practices in physical education.~~

~~Basic principles and practices related to personal and family health.~~

~~(8) English (Levels: 5-8; 8-12)~~

~~(a) Literature.~~

~~American literature including the Colonial Period; the Revolutionary Period; American Romanticism and the American Renaissance (to include Hawthorne, Emerson, Melville, Whitman, and Thoreau); the Civil War and the post-war period; and fiction, poetry, drama from the early 20th century to the present.~~

~~World literature including British literature (including the Anglo-Saxon period, the Middle Ages, the Renaissance, the Restoration and the 18th century, the Romantic Period, the Victorian Period, and the 20th century) and other European literature; literature of Africa, Latin America and Asia; Ancient Greek and Roman literature; the Bible as literature; world myths and folktales.~~

~~Characteristics of the different genres of literature.~~

~~Various schools of literary criticism.~~

~~(b) Language.~~

~~History and structure of the English language.~~

~~Knowledge of the rules and conventions of standard written and spoken English.~~

~~(c) Rhetoric and composition.~~

~~Principles of classical rhetoric.~~

~~Modern and contemporary theories of rhetoric.~~

~~Similarities and differences between oral and written communication.~~

~~(d) Reading theory, research, and practice at the middle and high school level.~~

~~(9) English as a Second Language (Levels: PreK-6; 5-12)~~

~~(a) The following items will be assessed on a subject matter knowledge test:~~

~~Language and Linguistics~~

~~Language as a system: functions and registers of language.~~

~~The structure and nature of language: Phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions.~~

~~Language variation and change~~

~~Language acquisition and literacy development~~

~~Theory and research in first and second language acquisition.
Knowledge of the significant theories and practices for developing reading skills and reading comprehension in English as a first language at different educational levels.
Relevance of linguistic differences between the first and the second language for reading instruction in English.
Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy.
Formal and informal measures for assessing development in reading skills and their use with second language learners.
Development of listening, speaking, reading, and writing vocabulary.
Approaches and practices for developing writing skills and the use of writing tools.
Writing process and formal elements of writing.
Oral/Aural fluency in English at different proficiency levels.
Social and academic English and academic language for the content areas.
Development of metalinguistic skills and vocabulary appropriate to cognitive, academic, and language proficiency levels.
Instructional approaches and best practices for teaching ESL
Foundations of ESL instruction.
Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on.
Research-based practices for English language development.
Program models and teaching strategies for developing and integrating language skills.
Planning and implementing standards-based ESL and content instruction.
Socio-cultural and socio-emotional considerations in teaching ESL
Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.
The nature and role of culture and its intersection with teaching and learning.
Cultural, racial, ethnic, and linguistic identity.
Intercultural communication in the classroom.
Special populations and situations: long term English language learners, English learners with disabilities, and students with limited or interrupted formal education.
The role of the community, families, and schools in English language learner education.
Formal and informal English language assessment procedures and instruments for English language learners: selection, administration, and interpretation; identification of bias and normal variation in performance as well as possible differentiation from learning disabilities.~~

~~(b) The following shall be included in an approved program but will not be addressed on the subject matter test:~~

~~Federal and State laws pertaining to the education of English language learners.
Theoretical, political, and historical foundations of education for English language learners.
Instruction, assessments, resources, research, and advances in the field of ESL.
Strategies for school collaboration, family outreach, and community involvement for English language learners.~~

~~(10) Foreign Language (Levels: PreK-6; 5-12)~~

~~(a) The following topics will be addressed on a subject matter knowledge test for the PreK-6 level:~~

~~Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language).~~

~~Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language and of one other country with which the target language may now be associated.~~

~~Introductory knowledge of contemporary political, social, and artistic features of the country of origin of the target language and of one other country with which the target language may now be associated.~~

~~Children's literature, songs, and games in the target language.~~

~~Characteristics of elementary reading and writing pedagogy in the target language.~~

~~Similarities and differences between the target language and English.~~

~~Theories of, and differences between, first and second language acquisition.~~

~~(b) The topics set forth in 603 CMR 7.06 (10) (a) 1., 6., and 7. and the following topics will be addressed on a subject matter knowledge test for the 5-12 level:~~

~~Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language; literary traditions, periods, and genres.~~

~~Introductory knowledge of the other arts (historical traditions, genres, and major artists) associated with the country of origin of the target language.~~

~~Introductory knowledge of the political, social and intellectual history of the country or culture with which the target language is or was originally associated.~~

~~Introductory knowledge of significant literary and non-literary texts, the arts, and history of at least one other country or people with which the target language may now be associated.~~

~~(c) The following topics will be addressed on a subject matter knowledge test for American Sign Language at the PreK-6 and 5-12 grade levels:~~

~~Expressive and receptive fluency in American Sign Language at a level of proficiency set by the Board.~~

~~Knowledge of deaf history.~~

~~Knowledge of deaf culture.~~

~~Introductory knowledge of deaf art.~~

~~Knowledge of different literary genres; for example, children's literature, poetry, and games associated with the deaf.~~

~~Theories of first and second language acquisition for American Sign Language.~~

~~Similarities and differences in the linguistic structure of American Sign Language and English.~~

~~Knowledge of methods of instruction in American Sign Language.~~

~~Knowledge of philosophies of American Sign Language.~~

~~(11) General Science (Levels: 1-6; 5-8)~~

~~(a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:~~

~~Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.~~

~~Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.~~

~~History and philosophy of science.~~

~~Safety issues related to science investigations.~~

~~(b) The topic set forth in 603 CMR 7.06 (11) (a) 3. and the following topics will be addressed on a subject matter knowledge test for the 5-8 level:~~

~~Intermediate knowledge of biology, chemistry, physics, earth/space science, and related mathematics.~~

~~Methods of research in the sciences, including laboratory techniques and the use of computers.~~

~~(12) Health/Family and Consumer Sciences (Levels: All)~~

~~(a) Human growth and development: physical (anatomy and physiology), emotional/mental, social, intellectual, and moral.~~

~~(b) Food science and nutrition.~~

~~(c) Physical fitness.~~

~~(d) Human sexuality.~~

~~(e) Disease prevention and control.~~

~~(f) First aid, safety, and injury prevention.~~

~~(g) Tobacco, alcohol, and other substance abuse prevention.~~

~~(h) Current topics in health education, including family violence, child abuse, suicide, sexually transmitted diseases (including AIDS), teen pregnancy, violence prevention, and eating disorders.~~

~~(i) Parenting skills, early childhood education, and care.~~

~~(j) Family and interpersonal relationships.~~

~~(k) Public health functions and responsibilities.~~

~~(l) Management skills for family/consumer health and finance.~~

~~(13) History (Levels: 1-6; 5-8; 8-12)~~

~~(a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level: United States history from the age of exploration to the Civil War.~~

~~World history from human beginnings and ancient and classical civilizations of the Mediterranean area; and English and Western European history through the Enlightenment.~~

~~1.—Geography: major physical features of the world and key concepts of geography.~~

~~2.—Basic economic principles and concepts.~~

~~3.—United States political principles, institutions, and processes, their history and development.~~

~~4.—Major developments and figures in Massachusetts history.~~

~~(b) The following topics will be addressed on a subject matter knowledge test for the 5-8 and 8-12 levels:~~

~~1.—United States History: indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological progress; the two World Wars; and the United States from 1945 to the present.~~

~~2.—World History: human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China); roots of Western civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; development of Asia, Africa, and South America; age of revolutionary change in Europe; the world in the era of two World Wars; and the world from 1945 to the present.~~

- ~~3.—Geography.
 - a.—Major physical features of the world.
 - b.—Key concepts of geography and its effects on various peoples.~~
- ~~4.—Economics.
 - a.—Fundamental economic concepts and economic reasoning.
 - b.—American economic history.~~
- ~~5.—Government.
 - a.—Principles of American government and the Founding Documents of the United States.
 - b.—Comparative government.~~
- ~~6.—History and Philosophy of Science.~~
- ~~7.—Methods and Sources for Research in History.~~

~~(14) Instructional Technology (Levels: All)~~

~~(a) The following topics will be addressed on a test of subject matter knowledge:~~

- ~~1.—Technology tools for word processing, databases, spreadsheets, print/graphic utilities, multi- and hypermedias, presentations, videos for the purpose of formal and informal assessment, instruction, and administration for professional and instructional use.~~
- ~~2.—Communications and research tools such as email, world wide web, web browsers, and other online applications that link to the state standards and requirements, for professional and instructional use.~~
- ~~3.—Criteria for selection, evaluation, and use of appropriate computer/technology based materials to support a variety of instructional methods.~~
- ~~4.—Ethical and social issues surrounding privacy, copyright, and crime relating to educational technology and resources.~~

~~(b) The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:~~

- ~~1.—Use of resources for adaptive/assistive devices that provide access for all students.~~
- ~~2.—Methods to support classroom teachers and other school personnel in improving student learning through appropriate use of technology in the classroom, including consultation techniques and professional development.~~

~~(15) Latin and Classical Humanities (Levels: 5-12)~~

~~(a) Selections commonly read in secondary schools from the works of Cicero, Caesar, Catullus, Vergil, Horace, Ovid, and Pliny the Younger in the original Latin.~~

~~(b) How English words are derived and formed from Greek and Latin prefixes, bases, and suffixes, and the influence of Greek and Latin on the technical vocabulary of the arts, sciences, and professions (medical and legal).~~

~~(c) Works of Greek literature in translation including Herodotus, Homer, Plato, Sappho, Thucydides, and the four major dramatists.~~

~~(d) Culture and history of ancient Greece and Rome, with emphasis on those elements that contributed to the foundation of modern Western civilization, including:~~

- ~~1. Major myths and legends.~~
- ~~2. Significant characteristics of classical art, architecture, and technology.~~
- ~~3. Major genres of literature.~~
- ~~4. Political, social, and economic institutions.~~

~~(e) Linguistics and theories of classical language acquisition.~~

~~(f) Methods of research and criticism as they apply to the study of Latin and classical humanities.~~

~~(g) Basic reading knowledge of the Greek language as demonstrated by ability to translate from the first book of Homer's Iliad or from Plato's Apology.~~

~~(h) Knowledge of grammar and syntax of classical Latin.~~

~~(16) Library (Levels: All)~~

~~(a) Characteristics, uses, and design of information systems, for standard reference sources and appropriate technologies.~~

~~(b) Selection, acquisition, organization, and maintenance of information resources.~~

~~(c) Appropriate equipment for using information resources.~~

~~(d) Development, organization, management, and evaluation of school library media programs and resource centers.~~

~~(e) Literature for children and young adults.~~

~~(f) Selection, adaptation, and production of instructional materials.~~

~~(g) Federal and state laws and regulations pertaining to media, including those governing access to and reproduction of materials.~~

~~(h) Ethical issues affecting library media services.~~

~~(i) Community and governmental resources.~~

~~(17) Mathematics (Levels: 1-6; 5-8; 8-12)~~

~~(a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:~~

- ~~1. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.~~
- ~~2. Algebra.~~
- ~~3. Euclidean geometry.~~

~~(b) The following topics will be addressed on a subject matter knowledge test for the 5-8 level:~~

- ~~1. Algebra.~~
- ~~2. Euclidean geometry.~~
- ~~3. Trigonometry.~~

- ~~4.—Discrete/finite mathematics.~~
- ~~5.—Introductory calculus through integration.~~
- ~~6.—History of mathematics.~~

~~(c) The topics set forth in 603 CMR 7.06 (17) (b) and the following topics will be addressed on a subject matter knowledge test for the 8-12 level:~~

- ~~1.—Abstract algebra.~~
- ~~2.—Number theory.~~
- ~~3.—Calculus through differential equations.~~
- ~~4.—Probability and statistics.~~
- ~~5.—Non-Euclidean and transformational geometries.~~
- ~~6.—Applied mathematics or mathematics modeling.~~

~~(18) Middle School: Humanities (English and History) (Levels: 5-8)~~

~~(a) English~~

- ~~1.—Literature~~
 - ~~a.—American literature including the Colonial Period; the Revolutionary Period; American Romanticism and the American Renaissance (to include Hawthorne, Emerson, Melville, Whitman, and Thoreau); the Civil War and the post-war period; and fiction, poetry, and drama from the early 20th century to the present.~~
 - ~~b.—World literature including British literature (including the Anglo-Saxon period, the Middle Ages, the Renaissance, the Restoration and the 18th century, the Romantic Period, the Victorian Period, and the 20th century) and other European literature; literature of Africa, Latin America and Asia; Ancient Greek and Roman literature; the Bible as literature; world myths and folktales.~~
 - ~~c.—Characteristics of the different genres of literature.~~
- ~~2.—Language.~~
 - ~~a.—History and structure of the English language.~~
 - ~~b.—Knowledge of the rules and conventions of standard written and spoken English.~~
- ~~3.—Rhetoric and Composition.~~
 - ~~a.—Principles of classical rhetoric.~~
 - ~~b.—Similarities and differences between oral and written communication.~~

~~(b) History.~~

- ~~1.—United States History: indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological~~

~~progress; the two World Wars; and the United States from 1945 to the present.~~

- ~~2.—World History: human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China); roots of Western Civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; age of revolutionary change in Europe; development of Asia, Africa, and South America; the world in the era of two World Wars; and the world from 1945 to the present.~~
- ~~3.—Geography:
 - ~~a.—Major physical features of the world.~~
 - ~~b.—Key concepts of geography and its effects on various peoples.~~~~
- ~~4.—Economics:
 - ~~a.—Fundamental economic concepts and economic reasoning.~~
 - ~~b.—American economic history.~~~~
- ~~5.—Government: Principles of American government and the founding documents of the United States.~~
- ~~6.—Methods and Sources for Research in History.~~

~~(c) Reading theory, research, and practice at the middle school level.~~

~~(19) Middle School: Mathematics/Science (Levels: 5–8)~~

~~(a) General Science.~~

- ~~1.—Intermediate knowledge of biology, chemistry, physics, earth/space science, and related mathematics.~~
- ~~2.—History and philosophy of science.~~
- ~~3.—Methods of research in the sciences, including laboratory techniques and the use of computers.~~

~~(b) Mathematics.~~

- ~~1.—Algebra.~~
- ~~2.—Euclidean geometry.~~
- ~~3.—Trigonometry.~~
- ~~4.—Discrete/finite mathematics.~~
- ~~5.—Introductory calculus through integration.~~
- ~~6.—History of mathematics.~~

~~(c) Reading theory, research, and practice at the middle school level.~~

~~(20) Music: Vocal/Instrumental/General (Levels: All)~~

~~(a) The following topics will be addressed on the test of subject matter knowledge:~~

- ~~1.—Traditional Western music theory and harmony.~~
- ~~2.—Score reading and musical analysis.~~

3. ~~Music history and literature, including the following:
 - a. ~~Western (European)—early Gregorian chant to present.~~
 - b. ~~American music—1650 to present (including ethnic folk, jazz, Broadway, and classic streams).~~
 - c. ~~Introductory knowledge of at least two other musical traditions with contrasting compositional and performance characteristics and genres.~~~~
4. ~~Music criticism: analysis and critique of musical works and performance.~~
5. ~~Knowledge of at least one special approach to music education for students, such as Orff Schulwerk, Kodály, Dalcroze, Suzuki, Gordon.~~
6. ~~Musical development in children and adolescents.~~
7. ~~Introductory knowledge of choral literature and conducting techniques.~~
8. ~~Introductory knowledge of instrumental literature and conducting techniques.~~

~~(b) The following topics shall be included in an approved program but will not be addressed on the test of subject matter knowledge:~~

1. ~~Singing skills and basic vocal production.~~
2. ~~Sight singing and music reading, using standard notation.~~
3. ~~Intermediate level of keyboard proficiency.~~
4. ~~Use of technologies in music.~~
5. ~~Advanced vocal proficiency.~~
6. ~~Choral methods for treble, changing, and high school voices.~~
7. ~~Advanced instrumental proficiency on one instrument.~~
8. ~~Instrumental methods on strings, woodwinds, brass, percussion.~~

~~(21) Physical Education (Levels: PreK-8; 5-12)~~

~~(a) Principles of developmentally sound physical health and fitness. (b) Lifespan growth, development, and nutrition. (c) History and foundations of kinesiology. (d) Range of appropriate play and sports for PreK-12 and the relevant motor skills. (e) Knowledge of appropriate physical and safety limitations, legal standards, tort liability, and first aid and Cardiac Pulmonary Resuscitation (CPR). (f) Knowledge of adaptations for students with disabilities.~~

~~(22) Physics (Levels: 5-8; 8-12)~~

~~(a) Mechanics (including fluid mechanics). (b) Heat, heat transfer, and thermodynamics. (c) Kinetic theory of gases. (d) Light and geometric optics. (e) Electricity and magnetism. (f) Waves (sound and light). (g) The atom: its structure and the nucleus (including nuclear reactions). (h) Quantum theory of the atom. (i) Quantum theory of light. (j) Engineering and technical application of physics. (k) Related aspects of biology, chemistry, earth science and mathematics, such as trigonometry, vector analysis, and calculus. (l) History and philosophy of science. (m) Methods of research in the sciences, including laboratory techniques and the use of computers.~~

~~(23) Political Science/Political Philosophy (Levels: 5-8; 8-12)~~

~~(a) Civics and Government.~~

- ~~1.—The founding documents of the United States and Massachusetts.~~
- ~~2.—American government and politics.~~
- ~~3.—Comparative government.~~
- ~~4.—Theories of political science or philosophy.~~
- ~~5.—International relations.~~

~~(b) History.~~

- ~~1.—United States history.~~
- ~~2.—Western civilization.~~
- ~~3.—World history.~~

~~(c) Geography.~~

- ~~1.—Major physical features of the world.~~
- ~~2.—Key concepts of geography and its effects on various peoples.~~

~~(d) Economics.~~

~~Fundamental economic concepts and economic reasoning.~~

~~American economic history.~~

~~(e) Methods and sources for research in the social sciences.~~

~~(24) Speech (Levels: All)~~

~~(a) Classical, modern, and contemporary theories of rhetoric. (b) Role of oratory, public argument, and debate in democratic societies. (c) History of the public speaking lecture circuits of the 19th century. (d) Important orations in American history through the 20th century (including speeches made in other countries that have had an impact on American history). (e) How to compose and deliver a public speech. (f) Rules of evidence that should govern persuasive messages. (g) Persuasive techniques used by professional persuaders. (h) Parliamentary procedure and other essential elements in conducting meetings. (i) Structure of oral English, standard English usage, and appropriate speech in variety of situations. (j) Requirements for critical listening and responding to messages. (k) United States Supreme Court decisions on freedom of speech. (l) Strategies for managing fear of public speaking.~~

~~(25) Teacher of Students with Moderate Disabilities (Levels: PreK-8; 5-12)~~

~~(a) Teachers seeking a license as a teacher of students with moderate disabilities for PreK-8 must meet the requirements set forth in 603 CMR 7.06 (25) (b) (c) and (d); those seeking this license for 5-12 must meet the requirements set forth in 603 CMR 7.06 (25) (b) and (d) and pass either the General Curriculum test or a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and~~

~~physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy at the 5-8 or 8-12 grade level.~~

~~(b) The following topics will be addressed on the Foundations of Reading test:~~

~~Reading theory, research, and practice.~~

~~Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.~~

~~Phonemic awareness and phonics: principles, knowledge, and instructional practices.~~

~~Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.~~

~~Development of a listening, speaking, and reading vocabulary.~~

~~Theories of the relationships between beginning writing and reading.~~

~~Theories of first and second language acquisition and development.~~

~~(c) The following topics will be addressed on the General Curriculum test:~~

~~English:~~

~~Children's and young adult literature.~~

~~Adult literature, classical and contemporary works.~~

~~Genres, literary elements, and literary techniques.~~

~~Nature, history, and structure of the English language: lexicon and grammar.~~

~~Approaches and practices for developing skill in using writing tools.~~

~~Writing process and formal elements of writing and composition.~~

~~Mathematics:~~

~~Basic principles and concepts important for teaching elementary school mathematics in the following areas:~~

~~Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. iv.).~~

~~Functions and algebra.~~

~~Geometry and measurement.~~

~~Statistics and probability.~~

~~Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.~~

~~The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.~~

~~History and Social Science.~~

~~Major developments and figures in Massachusetts and U.S. history from colonial times to the present.~~

~~Major developments and figures in world history, with stress on Western civilization.~~

~~Basic economic principles and concepts.~~

~~Basic geographical principles and concepts.~~

~~U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.~~

~~Science and Technology/Engineering.~~

~~Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.~~

~~Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.~~

~~Principles and procedures of scientific inquiry.~~

~~History of major scientific and technological discoveries or inventions.~~

~~Safety issues related to science investigations.~~

~~(d) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:~~

~~Educational terminology for students with mild to moderate disabilities.~~

~~Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).~~

~~Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities.~~

~~Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.~~

~~Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavioral management principles.~~

~~Knowledge of services provided by other agencies.~~

~~Federal and state laws and regulations pertaining to special education.~~

~~Science laboratory work.~~

~~Child development.~~

~~Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.~~

~~Characteristics and instructional implications of moderately and severely disabling conditions.~~

~~(26) Teacher of Students with Severe Disabilities (Levels: All)~~

~~(a) The following topics will be addressed on the General Curriculum test:~~

~~English.~~

~~Children's and young adult literature.~~

~~Adult literature, classical and contemporary works.~~

~~Genres, literary elements, and literary techniques.~~

~~Nature, history, and structure of the English language: lexicon and grammar.~~

~~Approaches and practices for developing skill in using writing tools.~~

~~Writing process and formal elements of writing and composition.~~

~~Mathematics.~~

~~Basic principles and concepts important for teaching elementary school mathematics in the following areas:~~

~~Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. – iv.).~~

~~Functions and algebra.~~

~~Geometry and measurement.~~

~~Statistics and probability.~~

~~Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.~~

~~The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.~~

~~History and Social Science.~~

~~Major developments and figures in Massachusetts and U.S. history from colonial times to the present.~~

~~Major developments and figures in world history, with stress on Western civilization.~~

~~Basic economic principles and concepts.~~

~~Basic geographical principles and concepts.~~

~~U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.~~

~~Science and Technology/Engineering.~~

~~Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.~~

~~Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.~~

~~Principles and procedures of scientific inquiry.~~

~~History of major scientific and technological discoveries or inventions.~~

~~Safety issues related to science investigations.~~

~~(b) The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:~~

~~Definitions, etiologies, and characteristics of severely disabling conditions.~~

~~Theories, concepts, and methods of assessing physical, emotional, intellectual, and social development in children and adolescents.~~

~~Theories of language development and the effects of disabilities on learning.~~

~~Reading.~~

~~Reading theory, research, and practice.~~

~~Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.~~

~~Phonemic awareness and phonics: principles, knowledge, and instructional practices.~~

~~Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.~~

~~Development of a listening, speaking, and reading vocabulary.~~

~~Theories on the relationships between beginning writing and reading.~~

~~Theories of first and second language acquisition and development.~~

~~Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).~~

~~How to design or modify curriculum, instructional materials, and classroom environments for students with severe disabilities.~~

~~Ways to prepare and maintain students with severe disabilities for general education classrooms; for example, use of behavioral management principles.~~

~~Knowledge of services provided by other agencies.~~

~~Knowledge of appropriate vocational or alternative school programs, or work-study and community-based opportunities and alternative high school programs and how to refer students to them.~~

~~Federal and state laws pertaining to special education.~~

~~Techniques for developing skills designed to facilitate placement in least restrictive environments.~~

~~Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.~~

~~Source and operation of orthotic devices, medical technologies, and computer-moderated prosthetic devices.~~

~~(27) Teacher of the Deaf and Hard-of-Hearing: American Sign Language/Total Communication or Oral/Aural (Levels: All)~~

~~(a) The following topics will be addressed on the General Curriculum test:~~

~~English.~~

~~Children's and young adult literature.~~

~~Adult literature, classical and contemporary works.~~

~~Genres, literary elements, and literary techniques.~~

~~Nature, history, and structure of the English language: lexicon and grammar.~~

~~Approaches and practices for developing skill in using writing tools.~~

~~Writing process and formal elements of writing and composition.~~

~~Mathematics.~~

~~Basic principles and concepts important for teaching elementary school mathematics in the following areas:~~

~~Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. —iv.).~~

~~Functions and algebra.~~

~~Geometry and measurement.~~

~~Statistics and probability.~~

~~Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.~~

~~The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.~~

~~History and Social Science.~~

~~Major developments and figures in Massachusetts and U.S. history from colonial times to the present.~~

~~Major developments and figures in world history, with stress on Western civilization.~~

~~Basic economic principles and concepts.~~

~~Basic geographical principles and concepts.~~

~~U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.~~

~~Science and Technology/Engineering.~~

~~Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.~~

~~Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.~~

~~Principles and procedures of scientific inquiry.~~

~~History of major scientific and technological discoveries or inventions.~~

~~Safety issues related to science investigations.~~

~~(b) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:~~

~~Theories of language acquisition for American Sign Language (ASL) and English in hearing and deaf and hard-of-hearing children.~~

~~Theories on the relationship between ASL and the English language.~~

~~Similarities and differences in the linguistic structure of ASL and English.~~

~~Benefits and limitations of ASL, spoken English, and printed English for learning, and the instructional strategies for using them.~~

~~Knowledge of how deaf people live their daily lives.~~

~~Historical and current developments in deaf education in the United States and other countries.~~

~~Features of family support and services.~~

~~Similarities and differences between hearing and deaf and hard-of-hearing students in emotional, social, and intellectual development.~~

~~Ways to prepare deaf and hard-of-hearing students for classrooms ranging from general education classrooms to schools for the deaf and hard-of-hearing.~~

~~Design or modification of the curriculum and instructional materials for the deaf and hard-of-hearing.~~

~~Modifications of theories of reading for hearing children necessary for the learning of reading by deaf and hard-of-hearing children.~~

~~General and specific effects of hearing loss upon the production of speech and the reception of speech and other sounds.~~

~~General and specific effects of visual processing and reception of a visual language and its acquisition.~~

~~Anatomy and physiology of human speech, hearing, and language mechanisms.~~

~~Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results.~~

~~Characteristics of types of amplification equipment and their uses by teachers and students.~~

~~Medical, social, ethical, and educational research relating to the deaf and hard-of-hearing, including the effects of cochlear implants on language learning.~~

~~Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).~~

~~Federal and state laws pertaining to special education.~~

~~Science laboratory work.~~

~~Child development.~~

~~Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.~~

~~Characteristics and instructional implications of moderately and severely disabling conditions.~~

~~(c) For the Teacher of the Deaf and Hard-of-Hearing: American Sign Language/Total Communication. Passing score on a test of sign language proficiency approved by the Department.~~

~~(d) For the Teacher of the Deaf and Hard-of-Hearing: Oral/Aural. Passing score on the Foundations of Reading test.~~

~~(28) Teacher of the Visually Impaired (Levels: All)~~

~~(a) The following topics will be addressed on the General Curriculum test:~~

~~English.~~

~~Children's and young adult literature.~~

~~Adult literature, classical and contemporary works.~~

~~Genres, literary elements, and literary techniques.~~

~~Nature, history, and structure of the English language: lexicon and grammar.~~

~~Approaches and practices for developing skill in using writing tools.~~

~~Writing process and formal elements of writing and composition.~~

~~Mathematics:~~

~~Basic principles and concepts important for teaching elementary school mathematics in the following areas:~~

~~Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. —iv.).~~

~~Functions and algebra.~~

~~Geometry and measurement.~~

~~Statistics and probability.~~

~~Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.~~

~~The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2. a. and b.~~

~~History and Social Science:~~

~~Major developments and figures in Massachusetts and U.S. history from colonial times to the present.~~

~~Major developments and figures in world history, with stress on Western civilization.~~

~~Basic economic principles and concepts.~~

~~Basic geographical principles and concepts.~~

~~U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.~~

~~Science and Technology/Engineering:~~

~~Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.~~

~~Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.~~

~~Principles and procedures of scientific inquiry.~~

~~History of major scientific and technological discoveries or inventions.~~

~~Safety issues related to science investigations.~~

~~(b) The following topics will be addressed on the Foundations of Reading test:~~

~~Reading theory, research, and practice.~~

~~Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.~~

~~Phonemic awareness and phonics: principles, knowledge, and instructional practices.~~

~~Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.~~

~~Development of a listening, speaking, and reading vocabulary.~~

~~Theories on the relationships between beginning writing and reading.~~

~~Theories of first and second language acquisition and development.~~

~~(c) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:~~

~~Similarities and differences between visually impaired and non-visually impaired children in emotional, social, physical, and intellectual development.~~

~~Anatomy and physiology of the eye and visual abnormalities.~~

~~Historical and current developments in education of the visually impaired in the United States and other countries.~~

~~How to use state-of-the-art diagnostic information.~~

~~Medical and educational research related to the visually impaired.~~

~~Use of Grade II Braille and the Nemeth Code.~~

~~Use of assistive technology such as low-vision devices.~~

~~Design or modification of the curriculum and instructional materials for the visually impaired.~~

~~Ways to prepare visually impaired students for, classrooms ranging from general education classrooms to schools for the visually impaired.~~

~~Features of family support and services.~~

~~Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).~~

~~Federal and state laws pertaining to special education.~~

~~Science laboratory work.~~

~~Child development.~~

~~Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.~~

~~Characteristics and instructional implications of moderately and severely disabling conditions.~~

~~(29) Technology/Engineering (Levels: 5-12)~~

~~(a) Nature of engineering and technology systems.~~

~~(b) Engineering concepts in specific fields: manufacturing, construction, communication, power, energy, and transportation technologies.~~

~~(c) Engineering design and technology development process.~~

~~(d) How to use tools, machinery, and materials properly and safely.~~

~~(e) Environmental effects of engineering/technology.~~

~~(f) Skill in technical reading and writing.~~

~~(g) Requisite topics in mathematics and physical sciences.~~

~~(30) Theater (Levels: All)~~

~~(a) Principles of acting, including improvisation methods, styles, and techniques for developing voice, movement and characterization.~~

~~(b) Principles of dramatic structure and processes of playwriting, playmaking, and adaptation of literary works for the theater.~~

~~(c) Fundamentals of directing, including selection of material, script analysis, and techniques and procedures for rehearsing and staging theatrical works.~~

~~(d) Basics of stage and theater management.~~

~~(e) Knowledge of theater production, including principles of design and basic tools and techniques of technical theater.~~

~~(f) American dramatic literature in the 20th century.~~

~~(g) British, European, and classical Greek dramatic literature: historical periods, major stylistic traditions, major works and writers.~~

~~(h) History of drama.~~

~~(i) Introductory knowledge of other world drama in its cultural and historical contexts.~~

~~(j) Theater criticism: analysis and critique of works of theater and dramatic literature.~~

~~(k) Knowledge of theater for young audiences and dramatic literature for children.~~

- ~~(l) Appropriate practices in drama and theater education for children.~~
- ~~(m) Artistic development of children and adolescents in the theater arts.~~

~~(31) Visual Art (Levels: PreK-8; 5-12)~~

- ~~(a) Elements of art and the principles of design.~~
- ~~(b) Methods, materials, and techniques unique to the visual arts in: drawing, painting, sculpture, printmaking, collage, crafts, photography, film, and electronic technologies.~~
- ~~(c) Observation, abstraction, invention, and representation in visual art.~~
- ~~(d) Theories of artistic creativity and aesthetics; philosophies of prominent artists and art educators.~~
- ~~(e) Art criticism: concepts of style and stylistic change.~~
- ~~(f) Artistic development in children and adolescents.~~
- ~~(g) Major developments, periods, and artists in Western traditions in art and architecture.~~
- ~~(h) Major developments, periods, and artists in American art and architecture from *circa* 1650 to the present.~~
- ~~(i) Characteristics of art and architecture in two non-Western artistic traditions stylistically different from each other.~~
- ~~(j) Influences of non-Western artistic traditions on Western art; influences of Western art on non-Western artistic traditions.~~

7.07: Specialist Teacher Licenses

For candidates who were prepared outside Massachusetts, see 603 CMR 7.05 (53).

(1) Instructional Technology Specialist (Levels: All)

(a) Initial License.

1. Prerequisite: Possession of a teacher license and at least three years of employment as a teacher or in an educational role accepted by the Department.
2. Passing score on the Communication and Literacy test.
3. Completion of an approved educator preparation program for the Initial license as set forth in 603 CMR 7.03 (2) (a).

(b) Professional License.

1. For candidates who do not hold any Professional teacher license, complete requirements set forth in 603 CMR 7.04 (2) (c).
2. For candidates who hold at least one Professional teacher license, complete three years of employment under the Initial license in the field of the Professional license sought.

~~(1) Academically Advanced (Levels: PreK-8)~~

~~(a) Initial License.~~

- ~~1.—Prerequisites: At least an Initial license in elementary, middle school, English, history, political science/political philosophy, mathematics, or one of the sciences and at least one year of teaching experience under that license.~~
- ~~2.—Completion of an approved educator preparation program for the Initial license as set forth in 603 CMR 7.03 (2) (a). The practicum or practicum equivalent of 150 hours must be with a group of students identified by the district as academically advanced. Practicum or practicum equivalent must include approximately equal experience with academically advanced students both in a general education classroom and in classes for academically advanced students at two different grade levels.~~
- ~~3.—The topics set forth in 603 CMR 7.06 (18) (a) and (b) and 603 CMR 7.06 (19) (a) and (b), together with the following topics, will be addressed on the test of subject matter knowledge:
 - ~~a.—Knowledge of ways to adapt curricular content from higher grade levels, especially in science and mathematics, for academically advanced students in lower grade levels.~~
 - ~~b.—Design and implementation of accelerated curricula providing conceptual understanding for academically advanced students in mixed ability classrooms that enable them to engage in sustained study in a content area appropriate to their learning pace.~~~~
- ~~4.—The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:
 - ~~a.—Knowledge of curricular content in all the Massachusetts Curriculum Frameworks for PreK-10, with emphasis on either science and mathematics or the humanities.~~
 - ~~b.—Emotional, social, and cognitive development and needs of academically advanced students.~~
 - ~~c.—Design and implementation of accelerated curricula providing conceptual understanding for academically advanced students in groups (pullout grouping, cluster grouping, cross-graded classes, full-time ability grouping, regrouping for specific instruction).~~
 - ~~d.—Knowledge of research on issues related to the education of academically advanced students.~~
 - ~~e.—Knowledge of federal and state laws on education for the academically advanced.~~
 - ~~f.—Individuals are exempt from the requirements set forth in 7.07 (1) (a) 1. through 4. if they have at least three years employment by a school district in a role that included significant experience with students identified by the district as academically advanced and have passed one of the following subject matter knowledge tests: Middle School Mathematics/Science, Middle School Humanities, Middle School Mathematics, General Science, or any single subject matter test in an academic subject taught in 5-12 for which the Department issues a license.~~~~

~~(b) Professional License.~~

- ~~1. For candidates who do not hold any Professional teacher license, complete requirements set forth in 603 CMR 7.04 (2) (c).~~
- ~~2. For candidates who hold at least one Professional teacher license, complete three years of employment under the Initial license in the field of the Professional license sought.~~

(2) Reading (Levels: All)

(a) Initial License.

1. Prerequisite: At least an Initial teaching license and at least one year of experience ~~under that license.~~
2. Completion of an approved educator preparation program for the Initial license as set forth in 603 CMR 7.03 (2) (a).
- ~~3. Passing score on the Reading subject matter test addressing the topic outlined in the Subject Matter Knowledge Guidelines. The following topics will be addressed on the test of subject matter knowledge:~~
- ~~4. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.~~
- ~~5. Phonemic awareness and phonics: principles, knowledge, and instructional practices.~~
- ~~6. History and nature of English vocabulary and of English language dialects; development of vocabulary knowledge.~~
- ~~7. Theories, research, and practices for reading instruction in the academic disciplines.~~
- ~~8. Selection and use of appropriate programs, materials, and technology for reading instruction.~~
- ~~9. Knowledge of, and selection criteria for, literature and informational books for children and adolescents.~~
- ~~10. Screening and diagnostic instruments, their administration and use for determining student strengths and weaknesses.~~
- ~~11. Knowledge and use of a variety of informal and formal reading assessments.~~
- ~~12. Second language acquisition and its relationship to literacy learning.~~
- ~~13. Child and adolescent development and the timing of formal reading instruction.~~
- ~~14. Cognitive development in adolescence and its relationship to reading instruction.~~
- ~~15. Approaches and practices for writing instruction, including assessment of writing skills and their relationship to reading.~~
- ~~16. Methods to support classroom teachers and tutors in the improvement of reading instruction, including consultation techniques and professional development.~~

(b) Professional License.

1. For candidates who do not hold any Professional teacher license, complete requirements set forth in 603 CMR 7.04 (2) (c).
2. For candidates who hold at least one Professional teacher license, complete three years of employment under the Initial license in the field of the Professional license sought.

(3) Speech, Language, and Hearing Disorders (Levels: All)

(a) Initial License.

1. Master's degree in speech-language pathology from a program accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).
2. Eligibility for Clinical Fellowship.
3. Passing score on the Communication and Literacy Skills test.
4. Completion of a clinical practicum consisting of 100 onsite hours in a public school or an approved private school setting.
5. Adherence to the Code of Ethics of the American Speech-Language-Hearing Association.

(b) Professional License.

1. Possession of an Initial license.
2. Possession and maintenance of the license to practice speech-language pathology through the Massachusetts Board of Registration of Speech-Language Pathology and Audiology.
3. Completion of the Clinical Fellowship in speech-language pathology.
4. Passing score on the National Examination in Speech-Language Pathology and Audiology.
5. Three years of employment under the Initial license in the field of the Professional license sought.

7.08: Professional Standards for Teachers

(1) **Application.** The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These standards and indicators referred to in 603 CMR 7.08 (2) and (3) are used by sponsoring organizations in designing their teacher preparation programs and in preparing their candidates. The standards and indicators are also used by the Department in reviewing programs seeking state approval, and as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards and indicators referred to in 603 CMR 7.08 (2) and (3) by passing a Performance Assessment for Initial License using Department guidelines.

(2) Professional Standards for Teachers.

(a) **Curriculum, Planning, and Assessment:** Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

(b) **Teaching All Students:** Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

(c) **Family and Community Engagement:** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

(d) **Professional Culture:** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

(3) Indicators. The Department shall publish guidelines with detailed indicators for each standard set forth in 603 CMR 7.08(2). The guidelines shall include at least the following indicators:

(a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b) Uses effective strategies and techniques for making content accessible to English language learners.

(c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.

(d) Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.

(e) Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

7.09: Licenses and Routes for Administrators

For candidates who hold a Massachusetts administrator license, see 603 CMR 7.15 (3). For candidates who were prepared outside Massachusetts see 603 CMR 7.09(6)., see 603 CMR 7.04 (2) (d) and 7.05 (5) (a) and (b). For candidates who hold a Massachusetts administrator license, see 603 CMR 7.15 (3).

(1) Superintendent/Assistant Superintendent (Levels: All)

(a) **Provisional/liminary License.**

1. Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public/charter school, private school, higher education, or other educational setting accepted by the Department.
2. Passing score on the Communication and Literacy Skills test.

(b) Initial License.

1. Possession of at least an Initial license in another educational role or ~~Provisional~~ ~~eliminary~~ Superintendent/Assistant Superintendent license and completion of three full years of employment in a district-wide, school-based, or other educational setting.
2. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the superintendent/assistant superintendent role.
 - b. An administrative apprenticeship/internship (500 hours) in the superintendent/assistant superintendent role with a trained mentor, using Department guidelines.
 - c. A Panel Review.
3. Passing score on the Communication and Literacy Skills test.

(c) Professional License.

1. Possession of an Initial license as superintendent/assistant superintendent.
2. Completion of a one-year induction program with a trained mentor.
3. At least three full years of employment under the Initial superintendent/ assistant superintendent license.

(2) School Principal/Assistant School Principal (Levels: PreK-~~8~~6; 5-~~8~~;~~9~~-12)

(a) Initial License.

1. Prerequisite Experience. Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
2. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License and one of the following:

- a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the principal/assistant principal role and at the level of the license sought.
 - b. An administrative apprenticeship/internship (500 hours) in the principal/assistant principal role and at the level of the license sought with a trained mentor, using Department guidelines.
 - c. A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed one of the following:
 - i. A post-baccalaureate program in management/administration at an accredited college or university.
 - ii. Three full years of employment in an executive management/ leadership, supervisory, or administrative role.
3. Passing score on the Communication and Literacy Skills test.
 4. Possession of an SEI Administrator or Teacher Endorsement.

(b) Professional License.

1. Possession of an Initial license as principal/assistant principal.
2. Completion of a one-year induction program with a trained mentor.
3. At least three full years of employment under the Initial school principal/assistant principal license.

(3) Supervisor/Director (Levels: Dependent on Prerequisite License)

(a) **Validity.** A Supervisor/Director license is required for individuals employed for one-half time or more as a director, department head, or curriculum specialist in the field and at the level of the prerequisite license(s).

(b) Initial License.

1. Prerequisite Licenses. Possession of at least a Provisional/eliminary license as follows:
 - a. Pupil personnel directors:
 - i. School psychologist,
 - ii. School guidance-counselor, or
 - iii. School social worker/school adjustment counselor
 - b. School guidance counselor directors:
 - i. School guidance-counselor or
 - ii. School social worker/school adjustment counselor
 - c. Directors, department heads, and curriculum specialists:
 - i. Teacher
 - ii. Specialist Teacher
 - iii. School Nurse

2. Prerequisite Experience. Completion of three full years of employment in a leadership, supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
3. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the supervisor/director role.
 - b. An administrative apprenticeship/internship (300 hours) in a supervisor/director role for the license sought with a trained mentor, using Department guidelines.
 - c. A Panel Review. Eligibility for a Panel Review is limited to those candidates who have either completed a post-baccalaureate program in management/administration at an accredited institution or have three full years of employment in an executive management/leadership, supervisory, or administrative role.
4. Passing score on the Communication and Literacy Skills test.
5. For those directors, department heads, and curriculum specialists supervising or evaluating core academic teachers, possession of an SEI Administrator or Teacher Endorsement.
- ~~5.6.~~
- ~~6.—Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12): at least three years of experience under an initial or professional teaching license in the role of the supervisor/director license sought.~~
- ~~7.—A master's degree in the arts or sciences in one of the core academic subjects they will supervise, or~~
- ~~8.—At least 18 credits of advanced graduate studies in one of the core academic subjects they will supervise.~~

(c) **Professional License.**

1. Possession of an Initial license as supervisor/director.
2. Completion of a one-year induction program with a trained mentor.
3. At least three full years of employment under the Initial supervisor/director license.

(4) **Special Education Administrator** (Levels: All)

(a) **Initial License.**

1. Prerequisite Experience.

- a. Possession of at least an Initial license in special education, or as school ~~guidance~~-counselor, school principal/assistant school principal, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher and completion of three full years of employment in a district-wide, school-based, or other educational setting, or
 - b. Completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the Department.
2. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 and appropriate knowledge of special education laws, regulations, and issues through completion of a Performance Assessment for Initial License and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the special education administrator role.
 - b. An administrative apprenticeship/internship (500 hours) in the special education administrator role, with a trained mentor, using Department guidelines.
 - c. A Panel Review. Eligibility for a Panel Review is limited to those candidates who have either completed a post-baccalaureate program in management/administration at an accredited college or university or have three full years of employment in an executive management/leadership, supervisory, or administrative role.
 3. Passing score on the Communication and Literacy Skills test.

(b) Professional License.

1. Possession of an Initial license as special education administrator.
2. Completion of a one-year induction program with a trained mentor.
3. At least three full years of employment under the Initial special education administrator license.

(5) School Business Administrator (Levels: All)

(a) Initial License.

1. Prerequisite Experience.
 - a. Possession of at least an Initial license in another educational role and completion of three full years of employment in a district-wide, school-based, or other educational setting, or
 - b. Completion of at least three full years of employment in a business management/administrative role in a business, educational, or other setting accepted by the Department.

2. Subject Matter Knowledge as indicated outlined in the Subject Matter Knowledge Guidelines. :
 - ~~a. Financial planning and management methods.~~
 - ~~b. Accounting systems.~~
 - ~~c. Management of federal and state appropriations for special services (e.g., special education, food, and transportation).~~
 - ~~d. Municipal and school finance laws and regulations.~~
 - ~~e. Personnel matters including contract negotiations.~~
 - ~~f. Purchasing and district level facilities management.~~
 - ~~g. Insurance.~~
 - ~~h. Payroll.~~
 - ~~i. Scheduling.~~
3. Demonstration of successful application of appropriate Professional Standards for Administrative Leadership set forth in 603 CMR 7.10, as determined in Department guidelines, and successful application of school business administrator subject matter knowledge through completion of a Performance Assessment for Initial License and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the school business administrator role.
 - b. An administrative apprenticeship/internship (300 hours) in the school business administrator role with a trained mentor, using Department guidelines.
 - c. A Panel Review. Eligibility for a Panel Review is limited to those candidates who have either completed a post-baccalaureate program in management/administration at an accredited college or university or have three full years of employment in an executive management/leadership, supervisory, or administrative role.
4. Passing score on the Communication and Literacy Skills test.

(b) Professional License.

1. Possession of an Initial license as school business administrator.
2. Completion of a one-year induction program with a trained mentor.
3. At least three full years of employment under the Initial school business administrator license.

(6) Candidates from outside Massachusetts shall meet the following requirements:

- a. Passing score on the Communication and Literacy Skills test.
- b. For those with less than one year of experience in the role of the administrator license sought, demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License.

- c. Completion of the appropriate prerequisite experience and/or license as listed set forth in 7.09 for the license sought.
- d. For Principals/Assistant Principals and Supervisor/Directors supervising or evaluating core academic teachers, possession of an SEI Administrator or -SEI Teacher Endorsement.
- e. One of the following:
 - i. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.
 - ii. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by a national organization accepted by the Commissioner.
 - iii. Possession of the equivalent of at least an Initial license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner and three years of employment under such license/certificate during the previous seven years.

(76) The Commissioner may waive the requirements listed in 603 CMR 7.09 (1) through (5), with the exception of a passing score on the Communication and Literacy Skills test, for candidates with significant leadership/managerial experience who meet the standards through both their experience and their formal education.

7.10: Professional Standards for Administrative Leadership

(1) **Application.** The Professional Standards for Administrative Leadership identify the knowledge and skills required for school administrators. These standards and indicators referred to in 603 CMR 7.10(3) are used by sponsoring organizations in designing their administrator preparation programs and by the Department in reviewing programs seeking state approval. The standards and indicators are also used by the Department as the basis of performance assessment of candidates for administrator licenses. Candidates shall demonstrate that they meet the standards and indicators by completing a Performance Assessment for Initial License.

(2) Professional Standards for Administrative Leadership.

(a) Instructional Leadership: Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.

(b) Management and Operations: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.

(c) Family and Community Engagement: Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

(d) Professional Culture: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

(3) **Indicators.** The Department shall publish detailed indicators for each standard set forth in 603 CMR 7.10(2).

7.11: Professional Support Personnel Licenses

Candidates seeking professional support personnel licenses who have substantial experience and formal education relevant to the license sought but who do not meet all of the specific requirements listed in 603 CMR 7.11 may demonstrate that they meet the requirements, with the exception of a passing score on the Communication and Literacy Skills test, through a Panel Review administered by the Department in accordance with guidelines to be established by the Department. For candidates who were prepared outside Massachusetts, see 603 CMR 7.04 (2) (d) and 7.05 (5) (a) and (b).

(1) **School Guidance Counselor** (Levels: PreK-8; 5-12)

(a) **Initial License.**

1. Master's degree with a major in counseling.
2. Subject Matter Knowledge as outlined in the Subject Matter Knowledge Guidelines:
 - a. ~~Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance school counselor.~~
 - b. ~~Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents.~~
 - c. ~~Psychology of learning.~~
 - d. ~~Understanding of the diagnosis and treatment of learning and behavior disorders.~~
 - e. ~~Theories of normal and abnormal intellectual, social, and emotional development.~~
 - f. ~~Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students.~~
 - g. ~~Philosophy, principles and practices in school guidance counseling.~~
 - h. ~~Federal, state, municipal, and school laws and regulations.~~
 - i. ~~Career counseling.~~
 - j. ~~Resources within the school system or the community for referral.~~
 - k. ~~Knowledge of statistics, research design, and research in guidance counseling.~~
 - l. ~~Group counseling and group leadership.~~
 - m. ~~Development of skills for consultation with parents, teachers, and administrators.~~
 - n. ~~College counseling and use of college and other post-secondary resource materials (grades 5-12).~~
3. A practicum of 450 hours in an educational setting.

4. Passing score on the Communication and Literacy Skills test.

(b) Professional License.

1. Possession of an Initial license.
2. Three years of employment as a school ~~guidance~~-counselor.
3. Completion of one of the following:
 - a. A total of 60 credits of graduate coursework that may include credits earned in a master's degree program for the Initial license in a discipline appropriate to the license sought, which include but are not limited to school counseling, mental health counseling, school psychology, or clinical psychology.
 - b. Achievement and maintenance of certification or licensure from one of the following:
 - i. National Board of Certified Counselors (NBCC).
 - ii. National Board for School Counseling.

(2) School Nurse (Levels: All)

(a) Initial License.

1. Valid license to practice as a Registered Nurse in Massachusetts.
2. A bachelor's or master's degree in nursing.
3. A minimum of two full years of employment as a Registered Nurse in a child health, community health, or other relevant clinical nursing setting.
4. Completion of an orientation program based on the requirements for delivery of school health services as defined by the Department of Public Health.
5. Passing score on the Communication and Literacy Skills test.

(b) Professional License.

1. Possession and maintenance of a valid license to practice as a Registered Nurse in Massachusetts.
- ~~1.2.~~ Possession of an Initial license.
- ~~2.3.~~ Three years of employment as a school nurse.
- ~~3.4.~~ Completion of one of the following:
 - a. Achievement and maintenance of certification or licensure by a nationally recognized professional nursing association as a school nurse, community health nurse, or a pediatric/family/school nurse practitioner.
 - b. A master's degree program that may include credits earned in a master's degree program for the Initial license in community health, health education, nursing, or public health.

(3) School Psychologist (Levels: All)

(a) Initial License.

1. Completion of a master's degree or higher in school psychology approved by the National Association of School Psychologists (NASP), including an advanced practicum of 1,200 hours, 600 of which must be in a school setting. (The Commissioner may grant temporary approval, in accordance with NASP standards, to institutions without NASP approval for up to five years while they achieve such approval.)
2. Passing score on the Communication and Literacy Skills test.

(b) Professional License.

1. Possession of an Initial license.
2. Three years of employment as a school psychologist.
3. Completion of one of the following:
 - a. Passing score on the National School Psychology Examination.
 - b. Achievement and maintenance of a certificate or license from one of the following:
 - i. The Massachusetts Board of Allied Mental Health Professionals, as an educational psychologist.
 - ii. The National Association of School Psychologists, as a school psychologist.

(4) School Social Worker/School Adjustment Counselor (Levels: All)

(a) Initial License.

1. Master's degree in Social Work or Counseling.
2. Course work and clinical experience that demonstrate subject matter knowledge as outlined in the Subject Matter Knowledge Guidelines of:
 - ~~a. Principles of therapeutic relationships.~~
 - ~~b. Theories of normal and abnormal intellectual, social, and emotional development.~~
 - ~~c. Learning disorders, including emotional issues affecting student achievement, and their treatment.~~
 - ~~d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.~~
 - ~~e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results.~~
 - ~~f. Techniques for communicating and working with families and school and community personnel.~~
 - ~~g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations.~~
 - ~~h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders.~~

~~i. Federal and state laws and regulations addressing the legal rights of students and families.~~

3. A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting.
4. Passing score on the Communication and Literacy Skills test.

(b) Professional License.

1. Possession of an Initial license as a school social worker/school adjustment counselor.
2. Three years of employment as a school social worker or school adjustment counselor.
3. Completion of one of the following:
 - a. A total of 60 credits of graduate coursework that may include credits earned in a master's degree program for the Initial license in a discipline appropriate to the license sought including but not limited to mental health counseling, psychological counseling, school counseling, school social work, or social work.
 - b. Achievement and maintenance of a certificate or license from one of the following:
 - i. The Massachusetts Board of Registration of Social Work, as a Licensed Certified Social Worker (LCSW) or a Licensed Independent Clinical Social Worker (LICSW).
 - ii. The Massachusetts Board of Allied Mental Health Professionals, as a Licensed Mental Health Counselor (LMHC), a Licensed Marriage and Family Therapist (LMFT), or a Licensed Rehabilitation Counselor (LRC).

7.12: Standards for Induction Programs for Teachers

(1) **Application.** All school districts are required to provide an induction program for teachers in their first year of practice. Guidelines based on the following Standards will be provided by the Department.

(2) **Standards.** All induction programs shall meet the following requirements:

- (a) An orientation program for beginning teachers and all other incoming teachers.
- (b) Assignment of all beginning teachers to a trained mentor within the first two weeks of teaching.
- (c) Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
- (d) Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.

(3) **Additional Requirements.** All programs shall submit an annual report to the Department that includes information on:

- (a) Program activities.
- (b) Number and complete list of beginning teachers served.
- (c) Number and complete list of trained mentors.
- (d) Number of classroom observations made by mentors.
- (e) Number of hours that mentors and beginning teachers spend with each other.
- (f) Hiring and retention rates for beginning teachers.
- (g) Participant satisfaction.
- (h) Partnerships developed with other districts, professional associations, and institutions of higher education to support the beginning teacher induction program.

7.13: Standards for Induction Programs for Administrators

(1) **Application.** All school districts are required to provide an induction program for all administrators in their first year of practice. Guidelines based on the following Standards will be provided by the Department.

(2) **Standards.** All induction programs shall meet the following requirements:

(a) An orientation program for first-year administrators and all other administrators new to the district. (b) Assignment of first-year administrators to a trained mentor within the first two weeks of working. (c) Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate administrators. (d) Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities. (e) Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision, and evaluation that are included in the Professional Standards for Administrators (603 CMR 7.10 (2) (b) 2.).

(3) **Additional Requirements.** All induction programs shall submit an annual report to the Department that includes information on:

(a) Program activities. (b) Number and complete list of beginning administrators served. (c) Number and complete list of trained mentors involved in the program. (d) Number of site-based visits made by mentors. (e) Number of hours that mentors and beginning administrators spent with each other. (f) Hiring and retention rates for first-year administrators. (g) Participant satisfaction. (h) Partnerships developed with other districts, professional associations, and institutions of higher education to support the administrator induction program.

7.14: Endorsements

Except as provided in 603 CMR 7.15(9)(b) and 7.15 (9)(e), 603 CMR 7.00 does not require a ~~personn-educator~~ to seek or obtain an endorsement; provided that nothing in 603 CMR 7.00 shall limit the authority of a school committee under G.L. c. 71, s. 38G to prescribe qualifications for employment in addition to licensure. Endorsements issued by the department under 603 CMR 7.14 do not constitute educator licenses pursuant to 603 CMR 7.04(1).

(1) SEI Teacher Endorsement

(a) Awarded upon a demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.08 (3) (a)-(e), and 603 CMR 7.14(1)(b), through one of the following:

1. Successful completion of a Department-approved course of study specific to providing sheltered English instruction. The Department will issue guidelines to govern approval of this course of study.
2. Passing a Department-approved assessment.
3. A bachelor's degree in a major approved by the Department, or other graduate level training approved by the Department.
4. Possession of an English as a Second Language license or an English Language Learners license.

(b) Subject Matter Knowledge:

1. The basic structure and functions of language.
2. Second language acquisition factors as they affect access to the Massachusetts standards.
3. Social-cultural, affective, political, and other salient factors in second language acquisition.
4. Sheltered English immersion (SEI) principles and typologies:
 - i. General academic and domain-specific discourse practices relevant to the grade level (k-5 or secondary), English proficiency level, and content area (English language arts and history; science and mathematics; other content areas).
5. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
6. Federal and Massachusetts' laws and regulations pertaining to English language learners.
7. Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
8. Theory, research, and practice of reading and writing for English language learners.
 - i. Practices and approaches for developing reading and writing skills and comprehension in English for English language learners who are at different levels of English language proficiency.
9. The role of oral language development in literacy development for English language learners.
10. Formative and summative assessments for English language learners.
11. Literacy and academic language development.
 - i. The role of vocabulary development in accessing academic language.

(2) SEI Administrator Endorsement

(a) Awarded upon demonstration of the subject matter and skill requirements set forth in 603 CMR 7.14(2)(b) through one of the following:

1. Successful completion of a Department-approved course of study for administrators specific to sheltered English instruction. The Department will issue guidelines to govern approval of this course of study.
2. Possession of an SEI Teacher Endorsement.

(b) Subject Matter Knowledge:

1. Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
2. Knowledge of how to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.
3. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
4. Demonstrates an understanding of the use of best practices for sheltering content for, and teaching academic language to, English language learners in the classroom.
5. Understanding of the challenges that English language learners face in the mastery of academic language and of the skills to shelter content and scaffold instruction to promote the academic achievement of English language learners.

(3) Transitional Bilingual Learning Endorsement.

(a) Awarded to educators who meet the following requirements:

1. Possession of an English as a Second Language license.
2. Passing score on a test acceptable to the Department, that assesses, or includes the assessment of, listening, speaking, and writing skills in the relevant foreign language for either the Pre-K - 6 or the 5 - 12 level.

(4) Transition Specialist. Awarded to individuals who meet the following requirements:

(a) Prerequisite license and experience: A minimum of 2 years of experience under one of the following licenses:

1. An Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, School ~~Guidance~~ Counselor, or School Social Worker/School Adjustment Counselor.

2. A license as a Rehabilitation Counselor (as described in 262 CMR 4.00 *Requirements for Licensure as a Rehabilitation Counselor*), or certification as a Rehabilitation Counselor as determined by the Commission on Rehabilitation Counselor Certification (CRCC).

(b) Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14 (4) (d), through the successful completion of a Department-approved course of study specific to providing transition services. The Department will issue guidelines to govern approval of this course of study.

(c) Completion of a 150 hour field-based experience that includes providing transition services for transition-aged students with disabilities with IEPs, in collaboration with their families, community members, and other relevant professionals.

(d) Subject Matter Knowledge:

1. Foundations and implementation of transition education and transition services, including but not limited to: state and federal legislation; inclusive models, research, best practice, community based education and post-school options; and knowledge of transition planning and service delivery for all students with Individualized Education Programs, including culturally and linguistically diverse youth.
2. Individual transition assessment and system evaluation, including conducting, interpreting, and overseeing individualized formal and informal transition assessments to ascertain interests, strengths, preferences, aptitudes and needs related to competitive employment, education, training, and independent living; developing individualized appropriate measureable postsecondary goals, and annual IEP goals based on the individualized transition assessment results; and transition service delivery.
3. How to develop transition systems and supports which include best practices in postsecondary education, competitive integrated employment (including supported employment), independent living, and community participation including, but not limited to, implementation of social skills training, positive behavioral supports, assistive technology as related to transition goals, and development of self-determination skills across all settings.
4. Collaboration including strategies for active participation of students and families in IEP development, transition education and services, and support networks; development of partnerships with employers, institutes of higher education, public agencies, and community service agencies; and provision of technical assistance and professional development to school personnel.

(e) Candidates with previous employment coordinating school-based transition services who can demonstrate that they meet the subject matter knowledge and skills requirements set forth in 603 CMR 7.14(4)(d) will be exempt from the requirements set forth in 603 CMR 7.14(4)(b) and (c) if they apply for the endorsement no later than December 31, 2014.

(f) The requirements for the Transition Specialist Endorsement may also be used to satisfy course requirements necessary to obtain a Professional license listed in 603 CMR 7.04(2)(c).

(g) Renewal. The Transition Specialist Endorsement shall be valid for five years and may be renewed for successive five-year terms to individuals who meet the following requirements:

1. Valid license as listed in 603 CMR 7.14(4) (a), and
2. Successful completion of 30 professional development points (PDPs) in the content area related to 603 CMR 7.14 (4)(d). The 30 PDPs may be included in the total number of PDPs necessary for license renewal pursuant to 603 CMR 44.00: *Educator License Renewal*.

(5) **Autism Endorsement.** Awarded to educators who meet the following requirements:

(a) Prerequisite ~~license~~: At least three credits related to special education or possession of a license An Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing, or Teacher of the Visually Impaired.

(b) Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14 (5)(d), through one of the following:

1. Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14 (5)(d), through the successful completion of a Department-approved course of study specific to providing services to students with autism. The Department will issue guidelines to govern approval for this course of study.
2. Passing a Department-approved assessment.

(c) Field Experience Requirement

1. Completion of a 150 hour field-based experience that includes a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.
2. Teachers meeting the prerequisite license requirements outlined in 603 CMR 7.14 (5) (a) who can demonstrate at least one year of teaching experience working with students with autism shall complete at least 75 hours of field-based experience working with students with autism in any type of school setting, including at least 50 of which shall take place in an inclusive setting in lieu of meeting the field experience requirements set forth in 603 CMR 7.14(5)(c)(1).

(d) Subject Matter Knowledge:

1. Understanding of autism including the co-morbid conditions associated with autism spectrum disorders and the differences between a medical diagnosis of autism and the definition of the term autism under state and federal special education laws. Knowledge of the unique characteristics of autism as related to communication, social/emotional development, behavior, sensory processing, cognition, and learning.
2. Assessment of students with autism including: an ability to identify, administer, and interpret a range of formal and informal tools in a culturally and linguistically appropriate manner that assess the unique strengths, skills (including academic, social, behavioral and adaptive) and learning styles of students with autism ages 3–22.
3. Knowledge of how ongoing assessment and data collection can be used to inform instruction, services and supports; monitor progress and rates and patterns of skill acquisition; and ensure the maintenance and generalization of skills across settings.
4. Design of effective educational programs and individual supports based on peer reviewed research to the extent practicable to support students with autism in the least restrictive environment. Knowledge of the range of specialized and individualized instructional strategies and supports for students with autism, including assistive technology, to address: the verbal and nonverbal communication needs; the need to develop social interaction skills and proficiencies including the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for positive behavioral interventions, strategies, and supports to address any behavioral difficulties; and other needs resulting from the student's disability that impact making progress in the general curriculum, including social and emotional skills.
5. Understanding and supporting the roles of other disciplines and professionals involved in the education of students with autism and facilitating coordination and collaboration of relevant IEP Team members, including parents or caregivers, related service providers and medical professionals, to meet the unique needs of students with autism in a culturally sensitive manner in accordance with M.G.L. c. 71B, §3, ¶6.

(e) Candidates with at least three years of previous employment primarily serving students with autism who can demonstrate that they meet the subject matter knowledge and skills requirements set forth in 603 CMR 7.14(5)(d) and possess a prerequisite license as outlined in 603 CMR 7.14 (5)(a) will be exempt from the requirements set forth in 603 CMR 7.14(5)(b) and (c) if they apply and complete all requirements for the endorsement no later than December 31, 2016.

(f) Candidates who were prepared outside of Massachusetts and possess a prerequisite license as outlined in 603 CMR 7.14 (5)(a) shall not be required to complete the requirements set forth in 603 CMR 7.14(5) (b) – (d) if such candidate can provide documentation of one of the following:

1. Completion of a comparable educator preparation program that is either state- approved under the NASDTEC Interstate Agreement or has been accredited by an national organization accepted by the Commissioner, ~~such as the National Council for Accreditation of Teacher Education (NCATE).~~
2. Possession of a comparable out of state license/certificate/endorsement issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.

(g) The requirements for the Autism Endorsement may also be used to satisfy course requirements necessary to obtain a Professional license listed in 603 CMR 7.04(2)(c).

(h) Renewal. The Autism Endorsement shall be valid for five years and may be renewed for successive five-year terms to individuals who meet the following requirements:

1. Valid license as listed in 603 CMR 7.14(5)(a), and
2. Successful completion of 30 professional development points (PDPs) in the content area related to 603 CMR 7.14 (5)(d). The 30 PDPs may be included in the total number of PDPs necessary for license renewal pursuant to 603 CMR 44.00: *Educator License Renewal*.

~~**(6) Supervisor of Attendance.** Awarded to individuals who meet the following requirements:~~

~~(a) Demonstration of knowledge of the laws concerning school attendance and of services available to children with attendance problems.~~

~~(b) Possession of one of the following:~~

~~— Two years of experience working as a parole, probation or law enforcement official whose major responsibilities have been working with juveniles and/or in home investigations.~~

~~— A minimum of eighteen graduate credits in psychology, guidance and/or social work at an accredited college.~~

~~— An Initial or Professional Massachusetts license as a School Counselor, School Psychologist, School Social Worker/School Adjustment Counselor.~~

~~— An Initial or Professional Massachusetts administrator license with at least one course in psychology, guidance and/or social work at an accredited college.~~

~~—A combination of experience working with school-age children in a school setting or a non-school setting deemed acceptable by the Department and education in psychology, guidance and/or social work at an accredited college.~~

~~(1) **Academically Advanced** (Levels: PreK-8)~~

(17) Academically Advanced (Levels: PreK-8)

- (a) Prerequisites: At least an Initial license in elementary, middle school, English, history, **social science**, political science/political philosophy, mathematics, or one of the sciences and at least one year of teaching experience under that license.
- (b) Completion of an approved educator preparation program for the Initial license as set forth in 603 CMR 7.03 (2) (a). The practicum or practicum equivalent of 150 hours must be with a group of students identified by the district as academically advanced. Practicum or practicum equivalent must include approximately equal experience with academically advanced students both in a general education classroom and in classes for academically advanced students at two different grade levels.
- (c) The topics set forth in the Subject Matter Knowledge Guidelines for the Middle School: Humanities and Middle School: Mathematics/Science licenses, together with the following topics, will be addressed on the test of subject matter knowledge:
 - i. Knowledge of ways to adapt curricular content from higher grade levels, especially in science and mathematics, for academically advanced students in lower grade levels.
 - ii. Design and implementation of accelerated curricula providing conceptual understanding for academically advanced students in mixed ability classrooms that enable them to engage in sustained study in a content area appropriate to their learning pace.
- (d) The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:
 - i. Knowledge of curricular content in all the Massachusetts Curriculum Frameworks for PreK-10, with emphasis on either science and mathematics or the humanities.
 - ii. Emotional, social, and cognitive development and needs of academically advanced students.
 - iii. Design and implementation of accelerated curricula providing conceptual understanding for academically advanced students in groups (pullout grouping, cluster grouping, cross-graded classes, full-time ability grouping, regrouping for specific instruction).
 - iv. Knowledge of research on issues related to the education of academically advanced students.
 - v. Knowledge of federal and state laws on education for the academically advanced.
- (e) Individuals are exempt from the requirements set forth in 7.07 (1) (a) 1. through 4. if they hold an advanced degree in a relevant subject area or have at least three years employment by a school district in a role that included significant experience with students identified by the district as academically advanced and have passed one of the

following subject matter knowledge tests: Middle School Mathematics/Science, Middle School Humanities, Middle School Mathematics, General Science, or any single subject matter test in an academic subject taught in 5-12 for which the Department issues a license.

7.15: General Provisions

(1) **Previous Employment.** Previous employment in any role covered by the licenses issued under 603 CMR 7.00 does not exempt a candidate from the provisions of 603 CMR 7.00, except for school librarians, teachers of young children with disabilities, school business administrators and school nurses as specified in 603 CMR 7.15 (9).

(2) **Additional Licenses.** Licensed educators may earn additional licenses as follows:

(a) **New Field** (available only for licenses under 603 CMR 7.04 (3) (a)):

1. Teachers holding an Initial or Professional license in one field may earn a license of the same type and at the same level in a new field, except as provided in 603 CMR 7.15 (2) (a) 2. and 3. by:
 - a. Achieving a passing score on the appropriate subject matter knowledge test(s) of the MTEL, or
 - b. Passing a competency review for those licenses for which there is no subject matter test.
2. Additional requirements for earning a license as an early childhood, English language as a second language, or elementary teacher: completion of a practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.
3. Additional requirements for earning a license as teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, or teacher of the visually impaired are completion of both:
 - a. A competency review, and
 - b. A practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.

(b) **New Level** (available only for licenses under 603 CMR 7.04 (3) (a) and (d) 1.):

1. Teachers holding an Initial or Professional license at one grade level may obtain a license of the same type and in the same field at a new grade level by:
 - a. Achieving a passing score on the appropriate subject matter test(s) at the new level or by passing a competency review for those licenses for which there is no subject matter test.
 - b. Completing one of the following:

- i. A seminar, institute, or course approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.
 - ii. A practicum/practicum equivalent or internship of 150 hours in the role of the license in an appropriate classroom.
2. ~~Guidance-School~~ counselors holding an Initial or Professional license at one grade level may obtain a license of the same type and in the same field at a new grade level by completing one of the following:
 - a. A seminar, institute, or course approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.
 - b. A practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.

(c) **New Field and Level.** Teachers holding an Initial or Professional license in one field may earn a license of the same type in a new field and a new grade level by meeting the requirements set forth in 603 CMR 7.15 (2) (a) and (b) 1.

(3) **Additional Licenses for Administrators.** Licensed administrators may earn additional administrator licenses by passing the Communication and Literacy Skills test and meeting other requirements as follows:

(a) **New Field.** Administrators holding an Initial or Professional license may earn additional licenses of the same type as follows:

1. Superintendent/assistant superintendent or principal/assistant principal by:
 - a. Completing one of the following:
 - i. Three full years of employment under a valid administrator license.
 - ii. A practicum/practicum equivalent or internship of 300 hours in the role of the license sought.
 - b. Demonstrating successful application of the Professional Standards for Administrators as set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License. Administrators who successfully completed a Performance Assessment for Initial License to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial License.
2. School business administrator by completing:
 - a. One of the following:
 - i. Three years' full-time employment under a valid license as a superintendent or assistant superintendent.

- ii. A practicum/practicum equivalent or internship of 300 hours in the role of a school business administrator.
 - b. A Performance Assessment for Initial License that meets the requirements set forth in 603 CMR 7.09 (5) (a) 2. and 7.10.
- 3. Supervisor/director by:
 - a. Completing one of the following:
 - i. Three years of employment under a valid administrator license.
 - ii. A practicum/practicum equivalent or internship of 300 hours in the role of the supervisor/director license sought.
 - b. Demonstrating successful application of the Professional Standards for Administrators as set forth in 603 CMR 7.10 through a Performance Assessment for Initial License. Administrators who successfully completed a Performance Assessment for Initial License to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial License.
 - c. Possessing the appropriate prerequisite license and experience as specified in 603 CMR 7.09 (3) (b) 1.
 - ~~d. Meeting the additional requirements for directors, department heads, and curriculum specialists in core academic subjects at the secondary level (5-12) as specified in 603 CMR 7.09 (3) (b) 6.~~
- 4. Special education administrator by:
 - a. Completing one of the following:
 - i. Three years of employment under a valid superintendent/assistant superintendent, principal/assistant principal, or school business administrator license.
 - ii. A practicum/practicum equivalent or internship of 300 hours in the role of a special education administrator.
 - b. Demonstrating successful application of the Professional Standards for Administrators as set forth in 603 CMR 7.10 and the appropriate knowledge of special education laws, regulations, and issues through a Performance Assessment for Initial License.
 - c. Possessing the appropriate prerequisite experience as specified in 603 CMR 7.09 (4) (a) 1.

(b) **New Level.** Licensed principals/assistant principals may earn an additional principal/assistant principal license of the same type at a new level by completing one of the following:

- 1. A seminar, institute, or course approved by the Department, addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.

2. A practicum/practicum equivalent or internship of 300 hours in the role and at the level of the license sought.

(4) **Prerequisite Licenses.** The requirement that an applicant for licensure hold a Massachusetts educator license may be waived for an applicant who has earned an equivalent license based on the same level of preparation in another state or jurisdiction.

(5) **ExtensionRenewal of an Initial License.**

(a) An educator may extendrenew an Initial license one time for an additional five years of employment. The decision of the Commissioner shall be final.

(b) In order to be eligible for such an extensionrenewal a candidate shall:

1. Have been employed for five years under a valid Initial license or is employed in their fifth year under a valid Initial license.
2. Present evidence of sound moral character.
3. Submit a plan outlining how the candidate will fulfill the requirements for a Professional license.
4. Additional requirements for the teacher of the deaf and hard of hearing license - American Sign Language/Total Communication: passing score on a test of sign language proficiency approved by the Department.

(6) **Commissioner's Determination.** The Commissioner, for good cause, may determine which specific requirements for licensure set forth in 603 CMR 7.04, 7.05, 7.06, 7.07, 7.09, 7.11, and 7.15(2) and (3) shall apply and/or be modified for applicants who have submitted evidence that they have either substantially met the requirements for licensure prior to a change in the regulations or that they would have met the requirements but were unable to do so because of extreme hardship. No modification of the requirements will be granted without satisfactory evidence that the applicant has made a good faith effort to complete the requirements for licensure. The Commissioner, at his discretion, may impose reasonable conditions upon any modification granted. The decision of the Commissioner shall be final.

(7) **Reconsideration.** An applicant for licensure may request that the Commissioner of Elementary and Secondary Education reconsider the Department's decision not to issue a license. The applicant shall submit a written request for reconsideration to the Commissioner within 30 days of the date that the applicant received notice that his or her application for license has been denied. The decision of the Commissioner shall be final.

(8) **Revocation of Licenses Actions.**

(a) **Grounds for License Action.**

1. The Commissioner may impose discipline including, but not limited to, issuing a reprimand, suspending or limiting, either indefinitely or for a fixed period of time, or revoking a license if, after investigation, any of the following is determined:

- a. The license was obtained through fraud or misrepresentation of a material fact;
 - b. The holder of the license is unfit to perform the duties for which the license was granted, ~~;~~ or engaged in misconduct that, in the opinion of the Commissioner, discredits the profession, brings the license into disrepute, compromises student safety or the integrity of the student-educator relationship;
 - c. The holder of the license has ~~pleaded guilty, received deferred adjudication, or~~ been convicted ~~in a court of law~~ of a crime involving moral turpitude or of any other crime of such nature that in the opinion of the Commissioner the ~~person so convicted~~ license holder discredits the profession, brings the license into disrepute, or lacks good moral character, ~~whether or not a sentence has been imposed. The term "convicted of a crime" includes, but is not limited to, any admission to or finding of sufficient facts, continuance without a finding, plea of guilty or nolo contendere, or guilty verdict in a court of law;~~
 - d. The holder has had one or more licenses or certificates ~~denied, -revoked, suspended, surrendered, reprimanded, or otherwise limited as part of an administrative proceeding in another jurisdiction or by another licensing body for reasons that are sufficient for limitation of a Massachusetts license, regardless of whether or not the holder obtained a Massachusetts license through the NASDTEC Interstate Agreement;~~
 - e. There exists other good cause to ~~revoke, suspend, or limit the license~~ impose discipline including, but not limited to, gross misconduct or negligence in the conduct of the license holder's professional duties and obligations, willful action in violation of Board regulations or Department orders, commitment of an offense against any law of the Commonwealth related to the license holder's professional duties and responsibilities, ~~willful action in violation of Board regulations or Department orders,~~ failure to cooperate with or provide documents or information requested in an investigation into allegations of misconduct, or dismissal for just cause from a position in a school or child care facility.
2. If any of the grounds in 603 CMR 7.15 (8) (a) 1. are determined, the Commissioner may deny an applicant for a license or put limitations on a license that may include, but are not limited to:
- a. Restrictions on the ages of students with whom the ~~certificate~~ license holder may work;
 - b. Additional supervision requirements;
 - c. Education, counseling, or psychiatric ~~examination~~ evaluation requirements; and

- d. Notification to the employer of the circumstances surrounding the Commissioner's decision to put limitations on the license holder.

~~(b) Investigatory Subpoenas.~~

- ~~1. At any stage of the investigation, the Department may request that the Commissioner or his designee issue a subpoena requiring the attendance and testimony of a witness, including the license holder, and the production of any evidence, including files, records, correspondence, or documents, relating to any matter in question in the investigation. The request shall be made in writing.~~
- ~~2. The subpoena shall require a witness to appear at the Department at a specified date and time and shall specify any evidence to be produced. The licensee shall not be entitled to be present, but the Department shall provide the licensee with a copy of any recorded testimony prior to any hearing under 603 CMR 7.15(8)(e).~~
- ~~3. Failure of a license holder to comply with a duly issued investigatory subpoena shall be grounds for revocation, suspension, limitation, or denial of a license.~~

~~(be) Procedure.~~ No ~~discipline~~ license may be ~~revoked, suspended, or limited~~ imposed, other than by agreement, under 603 CMR 7.15(8)(a)1. -until:

1. The Department has determined that there is probable cause to ~~find that the holder's license may be revoked, suspended, or limited~~ impose discipline for one or more of the grounds set forth in 603 CMR 7.14 (8) (a); and
2. The Department sends written notice to the license holder of its determination of probable cause and of the holder's right to request a hearing before the Commissioner in accordance with M.G.L. c. 30A and 801 CMR 1.00: *Adjudicatory Rules of Practice and Procedure*. Notice shall be sent by certified mail and regular mail to the holder's last known address. The holder shall have 21 days from receipt of the notice to make a written request for a hearing. If no written request for a hearing is received by the Commissioner in accordance with the above, the ~~discipline requested in the notice of probable cause~~ holder's license shall be deemed to be ~~revoked, suspended, or limited~~ imposed, and the holder shall be so notified by certified mail.

~~(cd) Surrender.~~ A license holder may surrender a license by submitting documentation to the Commissioner in an approved manner. If a license holder surrenders a license after the Department has found probable cause to ~~revoke, suspend, or limit the license~~ impose a sanction, the surrender will be treated as a revocation unless the Commissioner determines another disposition is warranted.

~~(de) Hearing.~~

1. If the Commissioner receives a request for a hearing from the license holder in accordance with 603 CMR 7.154 (8) (be), the Commissioner or his designee shall schedule a hearing within a reasonable period no later than 60 days after receipt of time the request. The hearing shall be conducted in accordance with M.G.L. c. 30A and 801 CMR 1.00: *Adjudicatory Rules of Practice and Procedure*. The hearing shall not be open to the public unless the license holder requests a public hearing.
2. ~~Following the conclusion of~~ Within 30 days of the date the hearing ~~concludes, and the issuance of a tentative or recommended decision, the Commissioner~~ the Commissioner or his designee shall ~~render~~ issue a final written decision ~~determining whether or not the holder's license shall that includes they type of discipline to be revoked, suspended, or limited imposed~~. The decision shall comply with the requirements of M.G.L. c. 30A, § 11 and 801 CMR 1.00: *Adjudicatory Rules of Practice and Procedure*.
3. The Commissioner shall send a copy of the decision to the license holder along with a notice informing him or her of the right of appeal in accordance with the provisions of M.G.L. c. 30A, § 14.

(ef) Notice of License Action. The Department ~~shall send~~ sends notice of ~~educator the revocation, suspension, limitation, or surrender of a~~ license sanctions to appropriate entities including, but not limited to, all Massachusetts superintendents of Massachusetts schools, heads of charter and virtual schools, and the National Association of State Directors of Teacher Education and Certification to the certification or licensure officers of every state.

(fg) Reinstatement.

1. A person whose license has been revoked in accordance with 603 CMR 7.154(8) may again be licensed in Massachusetts only upon a 2/3 vote by the Board.
- ~~1.2.~~ A person requesting reinstatement from revocation shall direct the request in writing to the Commissioner. The Commissioner, in his discretion, may choose to forward the request to the Board.
- ~~2.3.~~ The Department may reinstate a suspended license upon determination by the Commissioner that the condition causing the suspension has been corrected.
- ~~3.4.~~ License limitations or conditions shall remain in effect as determined by the Commissioner.

(gh) Administrators' Obligation to Report and Produce Documents. Any administrator who has dismissed, declined to renew the employment of, or obtained the resignation of any educator for any of the reasons cited in 603 CMR 7.154 (8) (a) shall report in writing such resignation or dismissal and the reason therefor to the Commissioner within 30 days. This obligation to report also applies when an administrator acquires relevant information after an educator's dismissal, resignation, or non-renewal. Upon request, administrators, shall provide the Department with all relevant information and documents requested in connection with an investigation. Failure to make ~~such the required~~ reports or to provide requested information or documents shall be grounds on which the Commissioner may impose discipline or revoke the administrator's license.

(hi) License Holder's or Applicant's Obligation to Report. Any license holder or applicant for a license who has been convicted of a crime in a court of law shall notify the Commissioner of such conviction in writing within ten days of ~~the~~such conviction. The term "convicted of a crime" shall include, but is not limited to, any ~~guilty verdict,~~ admission to, or finding of, sufficient facts, continuance without a finding, and any plea of guilty or *nolo contendere*, or guilty verdict in a court of law, whether or not a sentence has been imposed. Any license holder or applicant for a license who is the subject of an enforcement action by the Massachusetts Ethics Commission shall notify the Commissioner of such action in writing within ten days of such action. Any license holder or applicant for a license who has surrendered an educator license or any ~~professional other~~ license or certificate to practice any profession or who has had ~~such~~any license or certificate revoked, suspended, or limited in any jurisdiction or by any agency shall notify the Commissioner of such action in writing within ten days of such action. Applicants for licensure and license holders shall update the sworn affidavit submitted in support of licensure or re-licensure within ten days of any changes to the answers given. Failure to ~~de-se~~comply with 603 CMR 7.15(8)(5) shall be grounds on which the Commissioner may revoke the holder's license or deny an application for licensure.

(ij) Records. Nothing herein shall be construed to require the Department to disclose, under the Massachusetts public records law M.G.L. c. 66, § 10 and M.G.L. c. 4, § 7 Clause Twenty-sixth, any information, documents, or evidence sought by or provided to the Commissioner pursuant to his responsibilities under 603 CMR 7.15~~4~~ (8) until final disposition of the matter. Any personnel information provided by an administrator pursuant to 603 CMR 7.15(8)(g) shall be considered personnel information within the meaning of M.G.L. c. 4, § 7(26)(c).

(jk) License Denial. The Commissioner may deny an applicant's application for a license for the reasons set forth above and for reasons enumerated in 603 CMR 7.00. If the Commissioner denies an application for a license, an applicant may request reconsideration by the Commissioner under 603 CMR 7.15 (7). ~~All of the above rules pertaining to investigatory subpoenas apply to license applicants. Failure of an applicant to comply with a duly issued investigatory subpoena shall be grounds for denial of a license in the manner determined by the Commissioner.~~

(9) General Provisions for Employment.

(a) Legal Employment. To be eligible for employment by a school district in any position covered by a license issued under 603 CMR 7.00, a person must have been granted a license by the Commissioner that is appropriate for the role. A person holding a license may be employed for a maximum of 20% of his/her time in a role and/or at a level for which s/he does not hold a license.

(b) Sheltered English Immersion.

1. Notwithstanding 603 CMR 7.15(9)(a), starting on July 1, 2016, no core academic teacher shall be assigned to provide sheltered English instruction to an English language learner unless such teacher either holds an SEI Teacher Endorsement, or will earn an SEI Teacher Endorsement within one year from the date of the assignment.
2. Notwithstanding 603 CMR 7.15(9)(a), starting on July 1, 2016, no principal, assistant principal, or supervisor/director shall supervise

or evaluate a core academic teacher who provides sheltered English instruction to an English language learner unless such principal, assistant principal, or supervisor/director either holds an SEI Teacher or SEI Administrator Endorsement, or will earn such endorsement within one year of the commencement of such supervision or evaluation.

3. Notwithstanding 603 CMR 7.04, 603 CMR 7.05, 603 CMR 7.09 and 603 CMR 7.15 (5), any core academic teacher, principal, assistant principal, or supervisor/director supervising or evaluating a core academic teacher, who fails to obtain an SEI endorsement within the time period designated for his or her cohort established pursuant to 603 CMR 14.07(2), will not be eligible to advance or renew his or her license until such educator obtains the SEI endorsement. Provided however, in accordance with 603 CMR 14.07(2), upon a showing of hardship, the Department may grant an educator an extension of time beyond the date designated for his or her cohort to earn an SEI endorsement.

(c) **District Requirements.** Nothing in 603 CMR 7.00 shall be construed to prevent a school district from prescribing additional qualifications beyond those established in 603 CMR 7.00

(d) **Provisional~~eliminary~~ Licenses.** Persons holding ~~Provisional~~~~eliminary~~ licenses are permitted to seek employment in teaching positions requiring licensure in school districts that have an approved program of preparation for the Initial license.

(e) Conditions for Employment as a Supervisor of Attendance.

1. No person shall be eligible for employment by a school committee as a supervisor of attendance unless he has been by the Board of Elementary and Secondary Education issued a certificate by the Commissioner under 603 CMR 13.00 or meets the following requirements:

- a. Demonstration of knowledge of the laws concerning school attendance and of services available to children with attendance problems.
- b. Possession of one of the following:
 - i. Two years of experience working as a parole, probation or law enforcement official whose major responsibilities have been working with juveniles and/or in home investigations.
 - ii. A minimum of eighteen graduate credits in psychology, guidance and/or social work at an accredited college.
 - iii. An Initial or Professional Massachusetts license as a School Counselor, School Psychologist, School Social Worker/School Adjustment Counselor.

iv. An Initial or Professional Massachusetts administrator license with at least one course in psychology, guidance and/or social work at an accredited college.

v. A combination of experience working with school-age children in a school setting or a non-school setting deemed acceptable by the Department and education in psychology, guidance and/or social work at an accredited college.

2. A school committee, upon its request, may be exempted by the Department from these requirements for any one school year when compliance therewith would in the opinion of the Department constitute a great hardship in securing supervisors of attendance for the town. Service as a supervisor of attendance may not be accepted as meeting the experience prerequisite ~~for certification~~ unless it is served under a legally granted exemption. Exemptions under this paragraph may not be granted by the ~~Department Board of Elementary and Secondary Education~~ for any person for more than three consecutive years.

(10) **Exemptions.** The following are exempted from the provisions of G. L. c. 71, § 38G or M. G. L. c. 71A, § 6, which require the possession of an educator license:

- (a) All those exempted by statute or regulation, including but not limited to temporary substitute teachers and exchange teachers ~~and regionally licensed or certified educators~~;
- (b) Any person legally employed as an intern;
- (c) Any trade and vocational instructor, supervisor, ~~guidance-school~~ counselor or director, or administrator (except school business administrators employed on or after September 1, 1980) in vocational programs approved by the Commissioner under the provisions of M. G. L. c. 74;
- (d) Any trade and vocational school business administrator employed prior to September 1, 1980, as the chief fiscal officer of a school committee responsible for vocational programs.
- (e) Any school nurse employed by a school district on or before June 18, 1993.
- (f) Any school librarian employed by a school district prior to May 2, 1960.
- (g) Any teacher employed by a school district to teach young children with disabilities prior to May 11, 1978.

(11) **Role.** The role covered by each license is defined by the title and requirements of the license. Superintendents and principals intending to employ an educator in a role not obviously defined by an existing license must determine the most appropriate license set forth in 603 CMR 7.00 or 603 CMR 4.00 by comparing the actual duties and responsibilities of that role with the license requirements.

(12) **Public Record.** Each school district shall maintain as a public record, in a central location or in each school, a list of all staff members whose employment is governed by 603 CMR 7.00, indicating the role in which each is employed and the credential that authorizes such employment.

(13) Hardship Waivers and Critical Shortage.

(a) The Commissioner may exempt a district for any one school year from the requirement to employ licensed or certified personnel in accordance with M. G. L. c. 71 § 38G. The Commissioner may deem a district to have a great hardship in securing licensed or certified personnel for the purposes of M. G. L. c. 71 § 38G upon request of a superintendent and demonstration to the Commissioner that the district has made a good-faith effort to hire licensed or certified personnel, and has been unable to find a licensed or certified candidate who is qualified for the position. Persons employed under waivers must demonstrate that they meet minimum requirements as established by the Department and are making continuous progress toward meeting the requirements for licensure or certification in the field in which they are employed. During the time that a waiver is in effect, service of an employee of a school district to whom the waiver applies shall not be counted as service in acquiring professional teacher status or other rights under M. G. L. c. 71, § 41.

(b) The Commissioner may deem a district to have a critical shortage of licensed or certified teachers for the purposes of M. G. L. c. 32 § 91 (e) upon request of a superintendent and demonstration that the district has made a good-faith effort to hire personnel who have not retired under M.G.L. c. 32 and has been unable to find them. A district deemed to have a critical shortage of licensed or certified teachers for the purposes of M. G. L. c. 32 § 91 (e) may employ retired teachers subject to all laws, rules, and regulations governing the employment of teachers. The period of a determination of a critical shortage of licensed or certified teachers shall not exceed one year, but a district may seek to invoke this provision in consecutive years upon a new demonstration of a good-faith effort to hire personnel who have not retired. The Commissioner shall notify the Teachers' Retirement Board of each determination of a critical shortage made for the purposes of M. G. L. c. 32 § 91 (e).

(c) In each instance when, after a good-faith effort, a district is unable to hire a licensed or certified teacher who has not retired under M. G. L. c. 32, the superintendent of the district has discretion to choose whether to seek a waiver, pursuant to 603 CMR 7.14 (13) (a) or to seek a determination of a critical shortage, pursuant to 603 CMR 7.14 (13) (b).

(14) Implementation.

(a) Between March 7, 2009 and June 30, 2012, candidates for the following provisional/eliminary or initial licenses who earn a scaled score of at least 227-239 on the Mathematics portion of the General Curriculum test: Elementary, Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing and Teacher of the Visually Impaired, will be deemed to have passed the Mathematics portion of the General Curriculum test. All candidates who are licensed under this provision must earn a scaled score of 240 or above on the Mathematics portion of the General Curriculum test in order to be eligible for the next stage of licensure or to renew their initial license.

(b) Individuals who apply and complete all requirements for licensure as a Teacher of Students with Moderate Disabilities prior to August 31, 2012, may qualify for an initial or provisional/eliminary license by meeting the requirements under 603 CMR 7.06 (25) in effect prior to July 1, 2011.

(c) Individuals who apply and complete all requirements for licensure as a Teacher of Students with Severe Disabilities prior to August 31, 2012, may qualify for an initial or provisional/eliminary license by meeting the requirements under 603 CMR 7.06 (26) in effect prior to July 1, 2011.

(d) Individuals who apply and complete all requirements for Administrator licensure as set forth in 603 CMR 7.09 by December 31, 2013, may qualify for a license by meeting requirements under 603 CMR 7.09 and 7.10 in effect prior to January 1, 2012.

(e) Individuals who apply and complete all requirements for Initial licensure prior to July 1, 2014, may qualify for that license by meeting the requirements under 603 CMR 7.00 in effect prior to August 1, 2012.

(f) Individuals who apply and complete all requirements for Teacher licensure prior to July 1, 2016, may qualify for a license by meeting the requirements under 603 CMR 7.08 in effect prior to February 1, 2014.

(g) Individuals ~~who that~~ obtained provisional licenses prior to June 30, 2019 will have no more than five years of employment under the provisional license as of July 1, 2019.

Regulatory Authority:

M.G.L. c. 69, § 1B; c. 69, §§ 1J and 1K, as amended by St. 2010, c. 12, § 3; c. 71, §§ 38G, ~~38G ½~~; ~~c. 76, §19.~~

603 CMR 13.00: Certification of Supervisors of Attendance

Section:

~~13.01: Phase III Requirements~~

~~13.02: Conditions of Employment~~

~~All persons qualified for appointment as supervisors of attendance by Civil Service examinations and experience prior to the effective date of 603 CMR 13.00 shall remain eligible for appointment as supervisors of attendance until the expiration of their Civil Service eligibility.~~

~~No supervisor of attendance appointed prior to September 1, 1972 shall be adversely affected by 603 CMR 13.00.~~

~~A school committee may upon its request be exempted from these requirements by the Department for any one school year when compliance therewith would in the opinion of the Department constitute a great hardship in the securing of supervisors of attendance for the community.~~

13.01: Phase III Requirements

~~A candidate for certification as a supervisor of attendance shall submit to the Board of Education:~~

- ~~(1) An application for such certification with evidence of good health and moral character.~~
- ~~(2) Evidence of two years satisfactory full time, paid experience as a professional public or private; school teacher, or guidance counselor; health, welfare or social worker; as an aide to a supervisor of attendance; or as a parole, probation or law enforcement official whose major responsibilities during these two years have been working with juveniles and/or in home investigations.~~
- ~~(3) Evidence of knowledge of the laws concerning school attendance and of services available to children with attendance problems. The Director of Civil Service will make this determination in the case of Civil Service communities.~~
- ~~(4) Evidence of possession of a bachelor's or higher earned degree and a minimum of 18 semester hours in psychology, guidance and/or social work at an accredited or approved four-year college.~~

~~A master's degree in psychology, guidance, social work or education with a minimum of 18 semester hours in psychology, guidance and/or social work may be accepted in lieu of experience described in 603 CMR 13.02(2).~~

603 CMR 44.00: Educator License Renewal

Section:

[44.01:](#) Purpose and Authority

[44.02:](#) Definitions

[44.03:](#) General Provisions

[44.04:](#) ~~Approval of Professional Development Plans~~ Options for Educators Employed in Massachusetts Public Schools
~~Provisions Applicable to Licenses Renewed Before July 1, 2016~~ [Approval of Professional Development Plans](#)

~~44.056:~~ Provisions Applicable to Licenses Renewed On or After July 1, 2016

~~44.067:~~ Inactive Licenses

~~44.078:~~ Application Process

~~44.089:~~ Documentation and Recordkeeping

~~44.0910:~~ Reconsideration

~~44.104:~~ Failure to Satisfy Renewal Requirements

~~44.112:~~ Hardship Waiver or Modification

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Most recently amended by Board of Education: June 26, 2012

44.01: Purpose and Authority

(1) **Purpose.** The Massachusetts license renewal system will enhance education through ongoing professional development for educators that meets high standards for quality. The license renewal system is carried out in the context of professional development for school improvement leading to increased student learning. The goal is for educators within a school and district to work together so that license renewal achieves educational goals for the individual, the school, and the district, in order to assist students in meeting state learning standards.

(2) **Authority.** 603 CMR 44.00 is promulgated by the Board of Elementary and Secondary Education pursuant to M.G.L. c. 71, § 38G.

44.02: Definitions

As used in 603 CMR 44.00, the following terms shall have the following meanings:

Additional License: All other Professional level licenses, other than the Primary area license.

Advanced Academic Study: a course of study in the content area that is equivalent to an upper-level undergraduate course or a graduate-level course. Department guidelines will provide that upper-level undergraduate courses may qualify for advanced academic study where the content is substantially new to the educator (e.g., elementary teachers addressing content of Curriculum Frameworks).

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Board: the Massachusetts Board of Elementary and Secondary Education.

Commissioner: the Commissioner of the Department of Elementary and Secondary Education.

Content Area: the academic discipline or subject matter knowledge of a [license certificate](#).

Continuing Education Unit (CEU): a unit of measurement of professional development activities that meet the requirements of the International Association for Continuing Education and Training.

Department: the Massachusetts Department of Elementary and Secondary Education.

Educator: a person who has been issued a [Professional license](#) as defined by 603 CMR 7.02.

Educator Plan: shall mean [plans developed as part of each educator's evaluation pursuant to 603 CMR 35.00](#).

Endorsement: A supplementary credential issued to an educator licensed under 603 CMR 7.00, or a credential issued to an individual otherwise required by law or regulation to obtain such credential, indicating satisfactory knowledge and skill to perform services in the area(s) specified.

Inactive License: a license that is not renewed within five years of its issuance or most recent renewal, whichever is later.

~~A license that is not renewed is deemed inactive for up to five consecutive years.~~

Individual Professional Development Plan: a five year plan developed by an educator that outlines the professional development activities for the renewal of the educator's license(s) [or a series of Educator Plans reflecting such activities](#).

Invalid License: a license that is not renewed within the five year active period and that is not renewed within the five year inactive period, as provided in 603 CMR 44.07.

License: a Professional educator license issued to a person who has met the preparation and eligibility requirements established by the Board for a Professional license. This license is equivalent to a standard educator certificate as defined in M.G.L. c. 71, § 38G. Professional licenses are valid for five [calendar](#) years and are renewable for additional five year terms.

~~**Low Performing Mathematics Program:** Any mathematics program in a Massachusetts public middle or high school which has been identified as low performing according to the criteria and process found in the Regulations on Accountability and Assistance for School Districts and Schools, 603 CMR 2.05.~~

~~**Mathematics Content Assessment:** A diagnostic assessment of mathematics content knowledge designated by the Board and paid for by the Department.~~

~~Mathematics Teacher: Any educator who teaches any mathematics course in a Massachusetts public school.~~

Primary License: the license so designated by an educator who has more than one Professional license. The primary license is usually the license under which the educator is employed. If the educator is employed in a position that requires more than one license, the educator may designate which of the licenses is the primary license.

Professional Development Point (PDP): a unit of measurement of professional development activities. One clock hour is equivalent to one professional development point. One semester hour is equivalent to 15 PDPs. One continuing education unit is equivalent to ten PDPs. However, professional development activities sponsored or approved by the Department and advanced academic studies will receive 1.5 PDPs per clock hour. Department guidelines will detail the PDPs earned by professional development activities not readily measured in clock hours.

Sheltered English Immersion (SEI): Shall have the meaning set forth in M.G.L. c. 71A, § 2.

Sheltered English Immersion (SEI) Endorsement: An SEI Teacher Endorsement and SEI Administrator Endorsement issued to an educator in accordance with 603 CMR 7.14.

Topic: a single or tightly integrated area of study within an academic discipline or related to a particular method of teaching or administration.

44.03: General Provisions

(1) Except as provided in 603 CMR 44.07, each license shall be valid for five years, and may be renewed for successive five year terms upon the successful completion of the requisite number of PDPs as set forth in 603 CMR 44.05 (1) and 44.06(1) within a particular five year active period, based on a professional development plan that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor.

(2) Professional development points may be earned in the following ways:

- (a) ~~(a)~~ PDPs may be awarded by registered providers to license holders who complete a professional development activity and demonstrate proficiency in the relevant subject area or skill through an appropriate end-of-course assessment that satisfies Department guidelines.
- (b) PDPs may be awarded by, or under the auspices of, the Department, school districts, or educational collaboratives upon an educator's completion of a professional development activity in compliance with Department guidelines.
- (c) Educators may accrue PDPs through an educator-designed professional development activity that satisfies Department guidelines.

(3) An educator also may choose to accrue professional development points ~~by in the following ways, as part of an individual professional development plan which receives any approvals necessary under the provisions of 603 CMR 44.04:~~

~~(a) Achieving a passing score on a content-specific test approved by the Board will earn an educator 90 PDPs in the content area of the license.~~

~~(ab)~~ a Achieving a passing score on a performance assessment approved by the Board. This activity will earn an educator 120 PDPs, 90 in the content area of the license and 30 in pedagogy.

~~(c) Taking the Mathematics Content Assessment will earn an educator 20 PDPs in the mathematics content area.~~

(4) The Department shall develop and maintain a registry of professional development providers in order to facilitate access to information about professional development programs.

(5) Notwithstanding 603 CMR 44.05 ~~and 603 CMR 44.06~~, any core academic teacher, principal, assistant principal, or supervisor/director supervising or evaluating a core academic teacher, who fails to earn an SEI endorsement by the time designated for his or her cohort established pursuant to 603 CMR 14.07(2), will not be eligible to renew his or her license until such educator earns an SEI endorsement. Provided however, in accordance with 603 CMR 14.07(2), upon a showing of hardship, the Department may grant an educator an extension of time beyond the date designated for his or her cohort to earn an SEI endorsement.

44.04: Options for Educators Employed in Massachusetts Public Schools.

(1) An Educator employed in a Massachusetts public school may choose to use the use the Educator Plans covering the five years of employment prior to the date of application for license renewal to constitute the Individual Professional Development Plan required by these regulations. If the Educator chooses to use Educator Plans to constitute a Professional Development Plan, the Educator plans:

(a) Shall reflect all professional development activities for which the Educator claims professional development points toward license renewal. If such Educator Plans document fewer Professional Development Points than are required for license renewal, the Educator shall also maintain an Individual Professional Development Plan document to record any additional required Professional Development Points, pursuant to 603 CMR 44.04(2)

(b) Do not require additional approvals pursuant to 603 CMR 44.05.

(2) An Educator employed in Massachusetts public schools for fewer than five years prior to license renewal may choose to use any Educator Plans in effect during the five year license period along with an Individual Professional Development Plan document to record any additional Professional Development Points required for license renewal. The provisions of 603 CMR 44.05 shall apply to the Individual Professional Development Plan document.

(3) An Educator employed in Massachusetts public schools may choose to create and maintain a Professional Development Plan document entirely separate from any Educator Plans, in which case the provisions of 603 CMR 44.05 shall apply.

44.054: Approval of Professional Development Plans

(1) In accordance with G.L. c. 71, § 38G, educators working in a Massachusetts public school must obtain approval of their proposed professional development plans from their supervisors

by the timelines set out in 603 CMR 44.05 (2), and 44.06 (2). Licensed educators working in schools other than Massachusetts public schools are encouraged to seek such approval.

(a) Approval for proposed individual professional development plans shall be from the educator's direct supervisor or an appropriate designee. In most instances, this will mean that the plans of teachers and other educators who report to the principal will be approved by the principal, a principal's plan will be approved by the superintendent of schools, and a superintendent's plan will be approved by the chairperson of the school committee.

(b) Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan in order to better support student achievement. Approval of a plan shall be based on whether the 80% of the PDPs in the plan that are subject to supervisor approval are consistent with the educational needs of the school and/or district and whether the plan is designed to enhance the ability of the educator to improve student learning, and is based on evidence that it contributes to increased student achievement and growth. A supervisor may consider whether the plan requires an educator to earn PDPs regularly throughout the five year period when evaluating a plan.

(c) Supervisor approval is not required for the PDPs required to renew any additional licenses not used by the Educator at the time of the approval of the Professional Development Plan.

~~(d) The supervisor and educator may determine that the same individual professional development plan will be used to satisfy both 603 CMR 44.00 (educator license renewal) and 603 CMR 35.00 (educator evaluation). Educators working in Massachusetts public schools must obtain initial approval of their professional development plans pursuant to 603 CMR 44.05 (1) within three months of issuance of the license to be renewed.~~

~~(e)~~ Approval of individual professional development plans shall not be unreasonably withheld. In the event that a plan is rejected by a supervisor, teachers and other educators who report to the principal may seek review of the denial from the superintendent of schools, principals may seek review from the school committee chairperson, and superintendents may seek review from the Department. An educator may then seek additional review from the Department, according to the provisions of 603 CMR 44.10.

(2) A supervisor shall review each individual professional development plan at least every two years. A supervisor shall review the professional development plan of any educator new to the district or school within three months of the educator's beginning employment in the new position. A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any PDPs that were earned consistently with an approved plan shall be deemed approved in applying for license renewal. Any PDPs that are earned prior to the approval of a plan may be subject to disapproval, if in the opinion of the educator's supervisor, the PDPs are not consistent with the educational improvement goals of the school and/or district.

(3) A supervisor's signature will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved professional development plan. An educator whose supervisor refuses to sign a professional development plan may follow the review procedures set out in 603 CMR 44.04(1)(d) and 44.10.

~~(4) Approval of professional development plans of mathematics teachers in low performing mathematics programs shall be subject to the following additional requirements:~~

~~(a) A supervisor shall not approve or sign the professional development plan of any mathematics teacher in a low performing mathematics program until that educator takes the Mathematics Content Assessment. However, if no Mathematics Content Assessment is offered between the first date the educator is required to take the Mathematics Content Assessment, pursuant to the Under Performing Schools and Districts Regulations, 603 CMR 2.05, and the last date on which the approval or signature may be granted, the supervisor may approve or sign the professional development plan of an educator who has not yet taken the Mathematics Content Assessment.~~

~~(b) In considering whether a professional development plan is consistent with the educational needs of the school and/or district and whether the plan is designed to enhance the ability of the educator to improve student learning, pursuant to 603 CMR 44.04 (1)(b), a supervisor must determine that the professional development plan addresses weaknesses identified by the Mathematics Content Assessment.~~

~~(c) In the event that a school's mathematics program is classified as a low performing mathematics program after approval of the educator's professional development plan, the educator shall take the next Mathematics Content Assessment offered by the Board.~~

~~(d) In the event that a mathematics teacher who was not previously teaching in a school with a low performing mathematics program goes to work in school with a low performing mathematics program, that teacher will not have to take the Mathematics Content Assessment until the school's mathematics program is classified as low performing based on the results of an MCAS mathematics test administered while the teacher is employed at the school.~~

~~(e) In biannual reviews conducted pursuant to 603 CMR 44.04 (2), a supervisor must withdraw approval of the professional development plan of any educator who has not taken the Mathematics Content Assessment offered by the Board, unless no Mathematics Content Assessment is offered between the time such Assessment was required of the educator, pursuant to 603 CMR 2.05 (2), and the time of the biannual review. A supervisor must also withdraw approval of any professional development plan that fails to address weaknesses identified by the Mathematics Content Assessment.~~

44.05: Provisions applicable to licenses renewed before July 1, 2016

~~(1) Individual professional development plans must include at least 150 PDPs. At least 120 of the PDPs must be in the content area of the license or in pedagogy directly related to the educator's primary license, with at least 90 of these PDPs in the content area of the educator's primary license.~~

~~(2) Educators working in Massachusetts public schools must get initial approval of their professional development plans pursuant to 603 CMR 44.04 (1) within three months of issuance of the license to be renewed. A supervisor shall approve a professional development plan in which the 120 PDPs required to be in content area or pedagogy are consistent with school and district educational improvement goals.~~

~~(3) Educators shall obtain final approval of their plans from their supervisors, pursuant to the provisions of 603 CMR 44.04 (3).~~

~~(4) A minimum of 10 PDPs must be earned in a topic to count the PDPs toward license renewal.~~

~~(5) Professional development plans must include an additional 30 PDPs in the content area of any additional license to be renewed.~~

~~(6) Additional requirements for the teacher of the deaf and hard of hearing (American Sign Language/Total Communication) license: a passing score on a test of sign language proficiency approved by the Department.~~

44.06: Provisions applicable to licenses renewed on or after July 1, 2016

~~(1) Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan in order to better support student achievement.~~ Individual professional development plans must include at least 150 PDPs including:

- (a) At least 15 PDPs related to SEI or English as a Second Language.
- (b) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
- (c) At least ~~1500~~ PDPs in the content area of the license.
- ~~(d) At least 15 PDPs in pedagogy, or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator's primary license.~~

~~(2) Educators working in Massachusetts public schools must obtain initial approval of their professional development plans pursuant to 603 CMR 44.04 (1) within three months of issuance of the license to be renewed.~~

~~(3) Educators shall obtain final approval of their plans from their supervisors, pursuant to the provisions of 603 CMR 44.04(3).~~

~~(24) A minimum of 10 PDPs must be earned in a topic to count the PDPs toward license renewal.~~

~~(35) Each additional license that an educator renews that is not a Primary License.~~ Professional development plans must include an additional 30 PDPs for each license that an educator renews in addition to the Primary License, with at least 15 PDPs in the content area(s) of any additional the license(s) to be renewed.

~~(46) Additional requirements for the teacher of the deaf and hard of hearing (American Sign Language/Total Communication) license: a passing score on a test of sign language proficiency approved by the Department.~~

~~(5) Additional requirements for the school nursing and speech, language, and hearing disorders teacher licenses: possession of the relevant registered nurse or speech language pathologist license in good standing.~~

44.07: Inactive and Invalid Licenses

(1) A license that is not renewed within the five year validity period is deemed inactive for a period of five years. At the end of that time, the license is invalid, except as provided in 603 CMR 44.078 (2) or (3).

(2) An educator who is not currently employed in a position requiring licensure ~~and who is to~~ may be employed in a position for which he or she holds an inactive license, and shall have two years from the start of such employment to complete the professional development requirements for the license.

(3) An educator who is currently employed in a position requiring licensure for which he or she holds an active license, and who is to be employed in a position for which he or she holds an inactive additional license, shall have two years from the start of such employment to complete the professional development requirements for the inactive license. The educator may renew such additional license upon the completion of 30 PDPs, provided that the educator has renewed his or her primary license.

(4) An educator may not be employed under an inactive license, except as provided in 603 CMR 44.07~~8~~ (2) or (3), until he or she renews the license, unless the school district receives a waiver from the Department pursuant to 603 CMR 7.00. An educator may not be employed under an invalid license, until he or she renews the license, unless the school district receives a waiver from Department pursuant to 603 CMR 7.00.

(5) If a license has become inactive or invalid under 603 CMR 44.07~~6~~7 (1), the educator may renew a license in that area after completing the professional development requirements contained in 603 CMR 44.06~~5~~ (1) ~~or 44.06, as applicable.~~

44.08: Application Process

(1) All applicants for license renewal shall submit the following to the Department:

- (a) a completed application, in the manner and form prescribed by the Department,
- (b) the required fee,
- (d) proof of sound moral character,
- (e) a statement, signed under penalties of perjury, that the candidate has successfully completed all requirements for the license renewal, including earning the requisite number of PDPs under an individual professional development plan~~-~~

(2) Applicants who are employed by Massachusetts public schools shall submit a statement, signed under the penalties of perjury, indicating that they have either obtained their supervisor's final approval of their completed professional development plan, are relying on Educator Plans that complied with the requirements of 603 CMR 35.00, or both.

44.09: Documentation and Recordkeeping

(1) Each educator shall maintain the following materials to verify completion of license renewal requirements:

- (a) an individual professional development plan, which has been approved by the educator's supervisor if required by 603 CMR 44.05~~4~~(3), to be achieved over the five year period, that includes the educator's goals for strengthening content area knowledge and professional skills and for remaining current in other professional issues, and resulting in improvements in teaching; or
(b) educator plans in effect during the five year period; and

(c**b**) reasonable documentation which validates the completion of an activity and the number of points accrued; and

(d**e**) a record of completed license renewal activities, which at a minimum shall include the topic and type of professional activities completed, the dates of such activities, and the number of points completed; and

(e) evidence of any license issued by another licensing agency which the educator must maintain in order to hold the educator license.

(2) The educator shall maintain the materials identified in 603 CMR 44.09 (1) documentation, record log, professional development plan, and application for five years from the date of the renewal of the license. For those educators who are applying professional development points earned by completing a Department- approved SEI endorsement course of study in more than one renewal cycle, as outlined in Department guidelines, all renewal documentation must be maintained for ten years from the date of the renewal of the license.

(3) All documentation is subject to audit by the Department and review by an educator's supervisor, and must be provided to the Department upon request.

44.10: Reconsideration

An applicant for license renewal may request that the Commissioner reconsider the Department's decision not to renew such applicant's license. An applicant may also appeal a supervisor's decision not to approve or sign a professional development plan to the Commissioner, after seeking any review available at the local school district pursuant to 603 CMR 44.04 (1) (d). The applicant shall submit a written request for reconsideration to the Commissioner within 30 days of the date that the applicant received notice that his or her application for license renewal has been denied or that the individual professional development plan was rejected at the highest available level of local review. The decision of the Commissioner shall be final.

44.11 Failure to Satisfy Renewal Requirements

(1) If the Department determines that the educator has failed to demonstrate that the educator has met the requirements to renew the license, ~~the educator's license the Department may will be deemed~~ the Educator's license inactive. Alternatively, if the Department determines that the Educator has intentionally submitted a false application or documentation, the department may seek to take action up to an including license revocation pursuant to 603 CMR 7.15(8).

(2) Before the Department deems the license inactive, it shall notify the educator in writing that the Department intends to deem the license inactive and of the educators right to request a hearing before the Commissioner in accordance with M.G.L. c. 30A and 801 CMR 1.00: Adjudicatory Rules of Practice and Procedure. This notice shall operate as a notice of the action and does not operate as an order to show cause.

(3) The educator shall have 21 days from receipt of the notice to make a written request for a hearing. If the Commissioner does not receive a written request for a hearing in accordance with the above, the educator's license shall be deemed to be inactive and the educator shall be so notified by return mail.

(4) Hearing.

- a. If the Commissioner receives a request for a hearing from the educator in accordance with 603 CMR 44.11(3), the Commissioner or his designee shall schedule a hearing. The hearing shall be conducted in accordance with the requirements of M.G.L. c. 30A and 801 CMR 1.00. At such hearing, the educator shall bear the burden of proof. The hearing shall not be open to the public unless the educator requests a public hearing.
- b. The Commissioner or his designee shall issue a written decision determining whether or not the educator's license shall be deemed inactive. The decision shall comply with the requirements of M.G.L. c. 30A, §11 and 801 CMR 1.00.
- c. The Commissioner shall send a copy of the decision to the educator along with a notice informing the educator of the right to appeal in accordance with the provisions of M.G.L. c. 30A, § 14.

44.12: Hardship Waiver or Modification

(1) Upon a showing of extreme hardship, the Commissioner may waive or modify the requirement of completion of the requisite number of PDPs as set forth in 603 CMR 44.05, 44.06, and 44.07. A showing of extreme hardship may include serious illness or other catastrophic circumstances that are beyond the control of the educator. No modification or waiver will be granted without satisfactory evidence that the educator has made a good faith effort to obtain the required number of PDPs but that extreme hardship has prevented the educator from doing so.

(2) The Commissioner, in his discretion, may impose reasonable conditions upon any modification or waiver granted.

(3) The decision of the Commissioner shall be final.

Regulatory Authority:

603 CMR 44.00: M.G.L. c. 71, §38G

Streamlining Licensure: Survey Results

ESE administered a survey to educators regarding the streamlining recommendations that the working group had narrowed down. The survey began on Thursday September 22nd, ran through Thursday October 20th, and garnered 921 responses.

The vast majority of the recommendations were viewed favorably by the respondents. In fact, the only recommendation that received less than 80% approval was the same proposal that received by far the highest number of “Not Sure” answers, indicating that the proposal itself (involving PRPIL providers) may have been abstruse for our audience. For clarity, the table below excludes the “Not Sure” answers, combines the Strongly Agree and Agree answers, and combines the Strongly Disagree and Disagree answers.

Temporary	Agree	Disagree
1. Add a regulation saying that the temporary license requires a bachelor’s degree from a regionally accredited institution.	95%	5%
2. Eliminate the practice that ESE issues the temporary license only to candidates who have out-of-state licenses that are equivalent to MA's Initial license.	82%	18%
3. Grant flexibility on the definition of “one year”.	98%	2%
Preliminary		
1. Create a non-renewable preliminary “parent” license that’s valid for five years of employment.	83%	17%
Initial		
1. Include language that the Performance Review Program for Initial Licensure (PRPIL) must be completed through an ESE-approved provider(s).	73%	27%
2a. Clean up existing language. Specifically, eliminate reference to regional credential.	99%	1%
2b. Clean up existing language. Specifically, eliminate reference to NCATE in favor of more generic language that references a national accreditation body.	99%	1%
3. Streamline and condense similar routes/programs into one MA approved program route.	94%	6%
4. Modify language in the regulations from "renewing an initial license" to "extending" an initial license.	99%	1%
5. Modify language in the regulations from "five years of employment" to “during their fifth year of employment.”	97%	3%
Professional		
1. Streamline by condensing the approved routes to licensure rather than have each approved route listed separately.	91%	9%
2. Allow an educator to build their skills and knowledge based on their goals in connection with the school or district beyond a required set of PDP areas.	96%	4%
3. Eliminate the Individualized Professional Development Plan (IPDP) and combine it into the Educator Plan.	98%	2%
4. Combine the “inactive” professional licenses with the “invalid” professional licenses, and just refer to them as “inactive” or “expired.”	94%	6%
5. Eliminate the Professional Development Registry	97%	3%
Administrator		
1. Do not refer back to teacher level reciprocity in the regulations.	94%	6%
2. Do not require PAL for out-of-state administrator licensure candidates with at least one year of employment.	80%	20%
3. Convert the three principal licenses (PK-6, 5-8, 9-12) into two (PK-8, 5-12).	89%	11%

Miscellaneous

1. Change “guidance counselor” to “school counselor.”	96%	4%
2. When learning standards are modified by the Board of ESE, Subject Matter Knowledge Requirements (SMKs) would be taken out of the regulations and would be revised as guidance to reflect the new learning standards. The SMKs would still be subject to a public comment process.	97%	3%
3. Where they exist for teachers, combine grade levels 5-8 & 8-12 into 5-12.	87%	13%
4. Eliminate requirements for completion of additional seminars or courses beyond the Subject Matter Knowledge Requirements (SMKs) for some preliminary licenses like Elementary and Early Childhood. Examples of additional seminars or courses include the teaching of reading, math, and English.	92%	8%
5. Outline more explicitly the expectations for pre-practicum experiences through language in regulations and guidelines.	95%	5%
6. Eliminate the current regulations for Supervisor of Attendance (603 CMR 13.00); update them and include them in 603 CMR 7.00.	97%	3%
7. Update Early Childhood (PreK-2) license language to eliminate the inclusion of the words “with and without disabilities” in the name.	96%	4%
8. Eliminate the 18 credit requirement for core supervisor/director license, but possession of an initial or professional license would be required.	91%	9%
9. Move Academically Advanced from a Specialist License to an endorsement.	98%	2%
10. Rename the political science/political philosophy license to "social sciences".	96%	4%
11. Develop a new computer science license while eliminating or merging the existing instructional technology license.	87%	13%
12. Standardize some of the routes used in the Commissioner’s Determination and Reconsideration, especially for out-of-country candidates.	95%	5%

Change the name of the Preliminary License

Respondents were asked to rank their preferred name. These were the final results, in order:

- 1 **Provisional**
- 2 5-year Teaching Permit
- 3 Teaching Permit
- 4 Apprentice
- 5 Don't change the name. Keep "preliminary."
- 6 Practitioner

Open Response

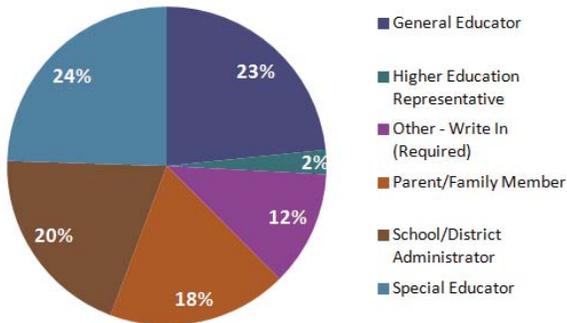
An analysis of the open response item, where respondents were asked for any further suggestions they had to streamline the licensure system, revealed a few trends. Of the 240 total comments made, 34 of them urged ESE not to merge the new computer science license with the instructional technology license. Generally, the argument respondents made was that computer science is a content field in and of itself, while educational technology is focused on teaching with technology independent of the content area. Over 20 of the comments urged ESE to separate health from family and consumer sciences, though it should be noted that these comments were verbatim, and thus very likely shared and passed around among those respondents. The remainder of the comments addressed a variety of topics.

Overview of the Data from the Survey Addressing the Possible Expansion of Eligibility for the Autism Endorsement to General Educators

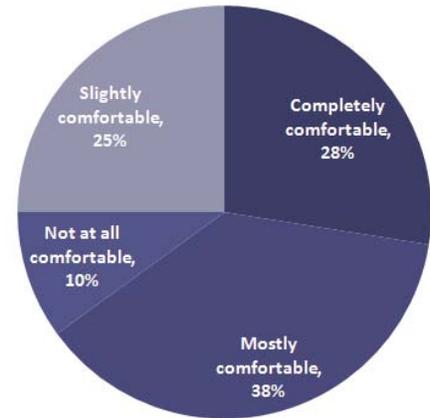
Dates of the Survey: May 12- June 30, 2016

Total Respondents who completed at least a portion of the survey: 451

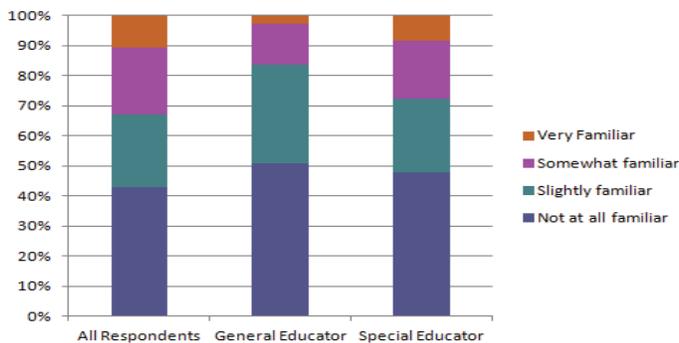
Professional Role of Respondents
(n=446)



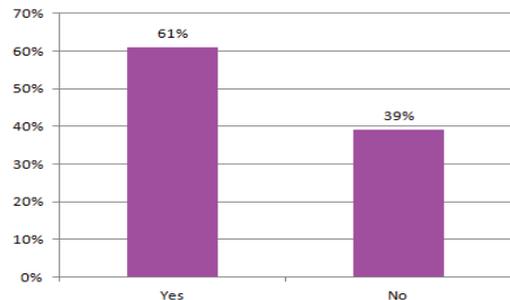
For general educators: How comfortable do you feel about your ability to teach students with autism in your classroom?
(n=120)



How familiar are you with the endorsement?
All Respondents (n=446); General Educators (n=105);
Special Educators (n=109)

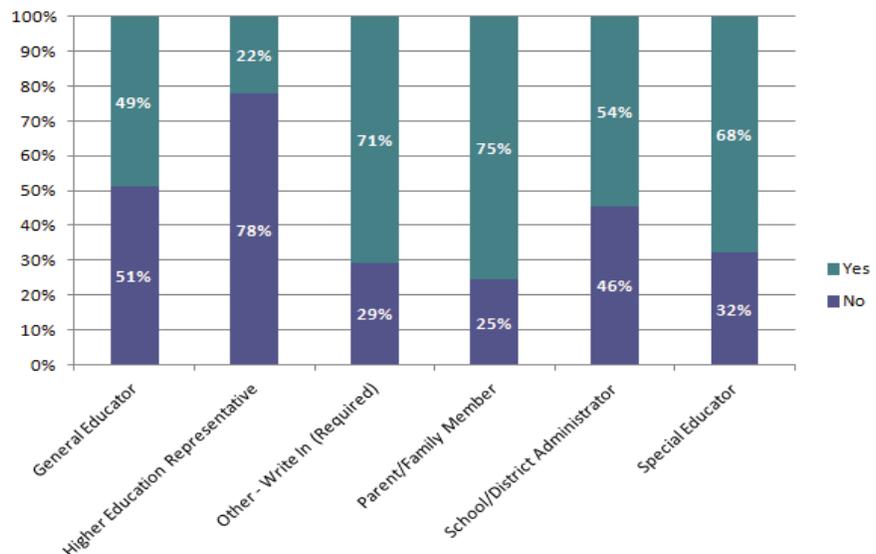


Should individuals holding a general education license be eligible for the endorsement as currently designed?
(n=333)

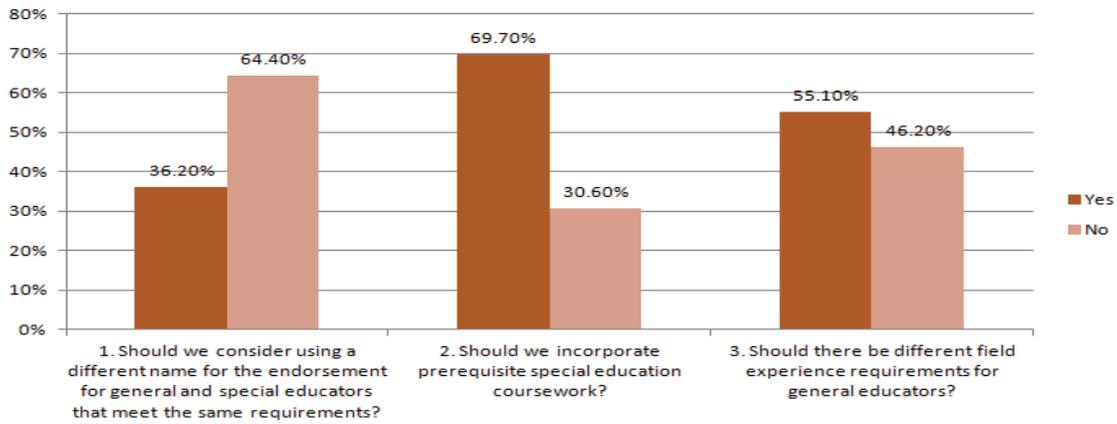


Should individuals holding a general education license be eligible for the endorsement as currently designed?
Disaggregated by role.

Sample Size:
General Educators (n=104)
Higher Ed. Representatives (n=11)
Other (n=52)
Parent/Family Member (n=81)
School/District Admin. (n=88)
Special Educator (n=109)

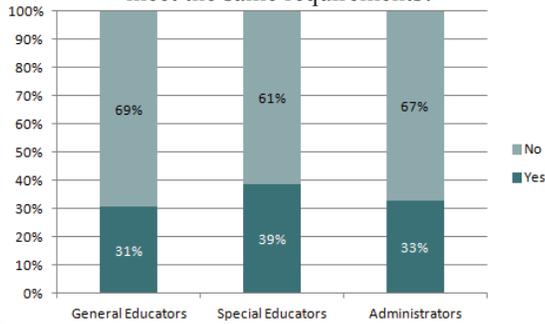


Questions About Possible Modifications to Requirements (n=238)

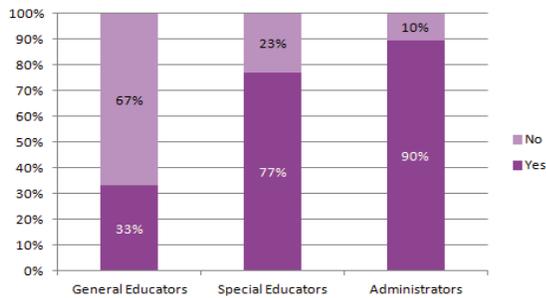


Questions About Possible Modifications to Requirements Disaggregated

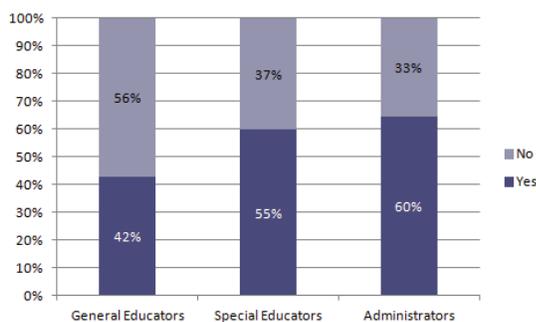
1. Should we consider using a different name for the endorsement for general and special educators that meet the same requirements?



2. Should we incorporate prerequisite special education coursework?



3. Should there be different field experience requirements for general educators?



Summary of Themes from Narrative Free Response (Responses may fall under more than one theme)

Theme	% of Responses	Count
Response made a recommendation about the requirements of the endorsement	33.3%	35
Expressed general support for the endorsement	25.7%	27
Expressed support for the expansion of eligibility without changes	19.0%	20
Expressed a general displeasure with the endorsement	19.0%	20
Response indicated a lack of clarity about the endorsement	13.3%	14
Response indicated that the endorsement should only be for special educators	11.4%	12
Response mentions the SEI Endorsement	8.6%	8
Respondent indicated they are a parent	7.6%	8
BCBA or ABA mentioned in the response	7.6%	8

Board of Elementary and Secondary Education Meeting: February 28, 2017
Agenda Item: Proposed Amendments to the Regulations on Educator Licensure, Supervisors
of Attendance, and Educator License Renewal, 603 CMR 7.00, 13.00, and 44.00

MOVED: that the Board of Elementary and Secondary Education, in accordance with G.L. c. 69 § 1B and c. 71, § 38G, authorize the Commissioner to proceed in accordance with the Administrative Procedure Act, G.L. c. 30A, § 3, to solicit public comment on the proposed amendments to the Regulations on Educator Licensure and Preparation Program Approval (603 CMR 7.00), Certification of Supervisors of Attendance (603 CMR 13.00), and Educator License Renewal (603 CMR 44.00).