

# DRAFT CHANGES TO SUBJECT MATTER KNOWLEDGE REQUIREMENTS FOR EDUCATOR LICENSURE

**PUBLIC COMMENT:** [WWW.SURVEYGIZMO.COM/S3/3620828/DRAFT-PUBLIC-COMMENT-SMK-UPDATES](http://WWW.SURVEYGIZMO.COM/S3/3620828/DRAFT-PUBLIC-COMMENT-SMK-UPDATES)

Subject matter knowledge requirements (SMKs) outline the minimum level of content and pedagogical skills Massachusetts educators are expected to hold. SMKs establish the content assessed in Massachusetts Tests for Educator Licensure ([MTEL](#)) and guide content-area coursework for educator preparation programs. SMKs are aligned to [Massachusetts curriculum frameworks](#).

Massachusetts regulation [603 CMR 7.06](#) requires a public comment period of at least thirty days prior to any changes to the guidelines where SMKs are published. More information on the 2017 proposed changes is available at [www.doe.mass.edu/edprep](http://WWW.DOE.MASS.EDU/EDPREP).

## EARLY CHILDHOOD

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### CURRENT SUBJECT MATTER KNOWLEDGE REQUIREMENTS 2011-2016

#### 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:

1. Reading theory, research, and practice.
  - a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
  - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
  - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
2. Development of a listening, speaking and reading vocabulary.
3. Theories on the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

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

1. English language arts
  - a. Children's literature: genres, literary elements, literary techniques, vocabulary demands.
  - b. Approaches and practices for developing skill in using writing tools.
  - c. Writing process and formal elements of writing.
2. Basic principles and concepts related to PreK-2 grade mathematics in number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
3. Basic principles and concepts of the physical and life sciences appropriate to the PreK-2 grades.
4. Basic principles and concepts of history, geography, government, and economics appropriate to the PreK-2 grades.
5. 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.
6. 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.



**EARLY CHILDHOOD, LEVEL PREK-2**

The following topics will be addressed on the **Foundations of Reading** test:

*SEE OUR **FOUNDATIONS OF READING** SUMMARY FOR DRAFT CHANGES.*

The following topics will be addressed on the **Early Childhood** test:

(a) English Language Arts

1. Knowledge and use of literary texts, including variety of genre, literary elements, and literary techniques.
2. Knowledge and use of types and formats of informational texts, along with practices for instruction of elements of non-fiction.
3. Practices for developing literacy: speaking, listening, reading, writing including through dramatic play, storytelling, arts integration, opportunities for language play such as through musical and rhyming games, as well as other strategies.
4. Knowledge and use of emergent writing, such as scribbling, drawing, and invented spelling transitioning to conventional spelling and grade appropriate writing.
5. Knowledge and use of technology for writing, editing, research, and sharing information.

(b) Mathematics

1. Knowledge of early numeracy and how children acquire the skills and understandings of numbers.
2. Fundamental computation and conceptual skills of mathematical principles foundational to increasingly complex mathematical content and methods by understanding the PreK-5 progression continuum.
3. Knowledge and use of research-based practices that result in effective conceptual understanding, procedural skills and fluency, and problem solving applications.

(c) Science

1. An understanding of how children acquire conceptual understanding of disciplinary core ideas, science and engineering practices, and their application to the natural and designed world through the use of inquiry and authentic contexts.
2. Knowledge and understanding of the curricular continuum for disciplinary core ideas related to Earth and Space Science, Life Sciences, Physical Sciences and Technology/Engineering.

(d) History/Social Science

1. An understanding of how children acquire conceptual understanding and knowledge of fundamental ideas of history/social science.
2. Knowledge and understanding of the curricular continuum disciplinary core ideas related to history and geography, civics and government, and economics.

(e) Knowledge of child development, including language acquisition and development, and the science of early learning and its connection to curriculum, instruction and assessment.

(f) Knowledge and understanding of special education policies and procedures

1. Knowledge of characteristics of children with disabilities.
2. Theories of language development and the effects of disabilities on learning.
3. Knowledge of ways to support students with disabilities in the general education classroom, i.e., use of behavioral management principles.
4. Knowledge of Individual Family Service Plans (IFSP) and the transition process to an Individualized Education Program (IEP).
5. Knowledge of the referral processes.
6. Knowledge of legislation, federal and state laws and regulations pertaining to special education.

7. Knowledge of services provided by community and state agencies that support children with disabilities and their families.
8. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.
9. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).

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

(a) Application of key theories to learning and development in the domains of:

1. Social-emotional development
2. Language and communication development
3. Approaches to learning and play
4. Cognitive development

(b) Visual and Performing Arts

1. Knowledge of the key principles and concepts in the arts (dance, music, theatre, and visual arts).
2. Knowledge of curriculum, instruction and assessment in arts education informed by child development and the science of early learning.
3. Knowledge and application of the arts and its integration across all curricular areas.

(c) Health

1. Knowledge of the key principles and concepts in comprehensive health education (physical health, social and emotional health, safety and prevention, and personal and community health).
2. Knowledge and application of the comprehensive health framework and its integration across all curricular areas.

(d) Basic principles and concepts for digital literacy and computer science in the following areas

1. Computing and society
2. Digital tools and collaboration
3. Computing systems
4. Computational thinking

