

603 CMR 7.00 Regulations for Educator Licensure and Preparation Program Approval

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7.02: Definitions

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

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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.

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Endorsement: A supplementary credential issued to an educator licensed under 603 CMR 7.00 indicating satisfactory knowledge and skills to perform services in the area(s) specified.

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

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7.03: Educator Preparation Program Approval:

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(7) Implementation

(a) All programs approved prior to October 1, 2001 must comply with 603 CMR 7.03 by October 1, 2003.

(b) Sponsoring organizations seeking approval of new programs after October 1, 2001 must comply with 603 CMR 7.03

(c) Individuals who complete an approved preparation program after October 1, 2003 will have to meet the requirements in 603 CMR 7.00 to qualify for licensure.

(d) Approved Programs leading to the following licenses must address the requirements set forth in 7.06(25)(d)(4) and 7.06(26)(b)12 by December 31, 2011: Teachers of Students with Moderate and Teachers of Students with Severe Disabilities.

(e) Approved programs leading to licenses set forth in 603 CMR 7.09, must submit documentation to the Department by April 1, 2013 that they have addressed the requirements set forth in 7.09 and 7.10.

(f) Approved programs must submit documentation to the Department by June 1, 2013 that they have addressed the requirements set forth in 603 CMR 7.08 (2) (a) 9, 603 CMR 7.08 (2) (b) 2.(g) and (h), 603 CMR 7.08 (2) (c) 5, 603 CMR 7.14 (1)(b) and 603 CMR 7.14 (2)(b) for the SEI endorsement, in accordance with guidelines issued by the Commissioner, in consultation with the Commissioner of Higher Education.

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

(1) Types of Licenses.

- (a) Preliminary
- (b) Initial
- (c) Professional
- (d) Temporary

(2) Requirements for Teacher Licensure.

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(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. Where no test has been established, completion of an approved program will satisfy this requirement.
4. Completion of an approved program for the Initial license sought as set forth in 603 CMR 7.03 (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. For core academic teachers, possession of an SEI Teacher Endorsement.
3. Completion of a one-year induction program with a mentor.
4. At least three full years of employment under the Initial license.
5. 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.
6. 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.
 - b. A master's or higher graduate level program in an accredited college or university that is or includes one of the following:
 1. Approved program for the Professional license sought as set forth in 603 CMR 7.03 (2) (b) 1. b.
 2. 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.
 - 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:
 1. Approved, non-degree, 12-credit program of which no fewer than nine credits are in the academic discipline appropriate to the

instructional field of the Professional license sought as set forth in 603 CMR 7.03 (2) (b) 1.

2. 12 credits of graduate level courses in the academic discipline appropriate to the instructional field of the Professional license sought; these may include credits earned prior to application for the license.
- d. 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.
- e. A Department-sponsored Performance Assessment Program, when available.

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(5) Endorsements Issued:

- (a) Sheltered English Immersion Teacher
- (b) Sheltered English Immersion Administrator
- (c) Transitional Bilingual Learning

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7.05: Routes to Initial Teacher and Specialist Teacher Licenses

(1) Route One is for teacher candidates who receive their preparation in approved undergraduate programs. Route One cannot be used to prepare for a license as a library teacher. 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 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 Four is the Performance Review Program for Initial Licensure process for teacher candidates who hold a Preliminary license, are hired as teachers of record, and are working in a district that does not have an approved program for the Initial license. 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 shall meet the following eligibility 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) At least three full years of employment in the role of the Preliminary license.
- (c) Documentation of seminars, courses, and experience relevant to the Professional Standards for Teachers in 603 7.08 (2).
- (d) A recommendation from the principal of each school where the candidate was employed under the Preliminary 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.

(5) Route Five is for candidates from outside Massachusetts. Candidates seeking licensure under Route Five 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 Contract 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 organization accepted by the Commissioner, such as the National Council for Accreditation of Teacher Education (NCATE).
 3. Possession of a Regional Credential.

- 4. Possession of the equivalent of at least an Initial license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Contract or other agreement accepted by the Commissioner and three years of employment under such license/certificate during the previous seven years.
- (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 603 CMR 7.06 and 7.07.
- (d) For core academic teachers, possession of an SEI Teacher Endorsement.

7.06: Subject Matter Knowledge Requirements for Teachers

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

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~~(b) Requirements for an optional endorsement in Transitional Bilingual Learning for PreK-6 and 5-12: Passing score on a test, deemed acceptable by the Department, assessing, or including the assessment of, listening, speaking, reading, and writing skills in the relevant foreign language for either the PreK-6 or the 5-12 level.~~

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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 are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a Performance Assessment for Initial License:

- (a) In the practicum or practicum equivalent phase of preparation for the Initial License;
- or

- (b) As part of the Performance Assessment Program.

The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.

(2) Standards for All Teachers Except Library and Speech, Language, and Hearing Disorders Teachers

- (a) Plans Curriculum and Instruction.

1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.

2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b) Delivers Effective Instruction.

1. Communicates high standards and expectations when beginning the lesson:
 - a. Makes learning objectives clear to students.
 - b. Communicates clearly in writing, ~~and speaking,~~ and through the use of appropriately designed visual and contextual aids.
 - c. Uses engaging ways to begin a new unit of study or lesson.
 - d. Builds on students' prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson:
 - a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
 - b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
 - c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.
 - d. Employs a variety of reading and writing strategies for addressing learning objectives.
 - e. Uses questioning to stimulate thinking and encourages all students to respond.
 - f. Uses instructional technology appropriately.
 - g. Uses effective strategies and techniques for sheltering English appropriate for the grade, proficiency level, and content area to make the content accessible for English language learners. ~~Employs appropriate sheltered English or subject matter strategies for English learner~~

2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

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7.09: Licenses and Routes for Administrators

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(2) School Principal/Assistant School Principal (Levels: PreK-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 (300 hours) in the principal/assistant principal role and at the level of the license sought.
 - b. An administrative apprenticeship/internship (300 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.
4. Possession of an SEI Administrator or Teacher Endorsement.

(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 Preliminary 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 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 core academic teachers, possession of an SEI Administrator or Teacher Endorsement.
6. Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12):
 - a. A master's degree in the arts or sciences in one of the core academic subjects they will supervise, or
 - b. 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. For those directors, department heads, and curriculum specialists supervising core academic teachers, possession of an SEI Administrator or Teacher Endorsement.

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7.14: Endorsements

(1) SEI Teacher Endorsement

- (a) Awarded upon a demonstration of the subject matter knowledge and requirements set forth in 603 CMR 7.14(1)(b), through one of the following:
 1. Completion of a Department-approved course of study specific to providing sheltered English instruction. The Department will issue guidelines for 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.
- (b) Subject Matter Knowledge:
 1. Introduction to the structure of language.
 2. Key theories to first and second language acquisition.
 3. Cross-linguistic influence, and social-cultural, affective, political, and other salient factors in second language acquisition.
 4. Sheltered English immersion (SEI) principles and typologies:
 - i. Literacy and academic language development;
 - ii. 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 instruction for English language learners (SEI and English language development).

6. Knowledge of 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, neighborhoods, and communities, and their impact on teaching and learning.
8. Theory, research, and practice of reading and writing for English language learners.
 - i. Significant theories and practices for developing reading and writing skills and comprehension in English for English language learners who are at different levels of 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.

(2) SEI Administrator Endorsement

(a) Awarded upon the completion of Department-approved training addressing the subject matter requirements set forth in 603 CMR 7.14(2)(b).

(b) Subject Matter Knowledge:

1. Understanding of diversity and background of English language learner populations, including family systems, neighborhoods, and communities, and their impact on teaching and learning.
2. Building a culture of equity and inclusiveness for linguistically and culturally diverse populations.
3. Implementation of strategies for coordinating instruction for English language learners (SEI and English language development).
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. Understands and appreciates the challenges that English language learners face in the mastery of academic language and assures that educators are equipped 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 deemed acceptable to the Department, assessing, or including the assessment of, listening, speaking, and writing skills in the relevant foreign language for either the Pre-K – 6 or the 5 – 12 level.

7.154: General Provisions

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(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 7.14 (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. For core academic teachers, possession of an SEI Teacher Endorsement.
3. Additional requirements for earning a license as an early childhood 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.
4. 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. For core academic teachers, possession of an SEI Teacher Endorsement.
- 3. Guidance 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 7.14 (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.
 - c. Additional requirement for earning a license as a principal/assistant principal: possession of an SEI Administrator or SEI Teacher Endorsement.
- 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 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) 5 and 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.
- 5. 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.
- 6. 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 possession of an SEI Administrator or SEI Teacher Endorsement and 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) Renewal of an Initial License.

(a) An educator may renew 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 renewal a candidate shall:

1. Have been employed for five years 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. For core academic teachers, possess an SEI Teacher Endorsement.
5. For principals, assistant principals, and supervisor/directors supervising core academic teachers, possess and SEI Administrator or SEI Teacher Endorsement.

(14) Implementation.

~~(a) All certificates issued by the Board prior to October 1, 2001 will remain valid as issued unless limited, suspended, or revoked for cause.~~

~~(b) Between October 1, 2001 and October 1, 2003 educators with Provisional certificates may qualify for an Initial License either by meeting the requirements for a Provisional certificate with Advanced Standing under 603 CMR 7.00 in effect prior to October 1, 2001 or by meeting the requirements for initial licensure in 603 CMR 7.04 (2) (b). An educator must apply for licensure by October 1, 2003 in order to qualify for licensure under the provisions of 603 CMR 7.00 in effect prior to October 1, 2001.~~

~~(c) Between October 1, 2001 and October 1, 2003 educators with Provisional certificates with Advanced Standing may qualify for a Professional license either by meeting the requirements for a Standard certificate under 603 CMR 7.00 in effect prior to October 1, 2001 or by meeting the requirements for professional licensure in 603 CMR 7.04 (2) (c). An educator must apply for licensure by October 1, 2003 in order to qualify for licensure under the provisions of 603 CMR 7.00 in effect prior to October 1, 2001.~~

~~(d) Individuals who complete an approved preparation program before October 1, 2003 may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to October 1, 2001 if they meet such requirements and apply for licensure by October 1, 2003.~~

~~(e) Individuals who are not enrolled in an approved preparation program may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to October 1, 2001 if they applied for licensure by October 1, 2001 and meet such requirements for~~

~~licensure by October 1, 2003.~~

~~(f) Except as provided in 603 CMR 7.14 (13) (a), (b), (c), (d), and (e), individuals may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to June 6, 2003 if they apply for licensure by October 1, 2003 and meet such requirements for licensure by October 1, 2003.~~

(ga) Between March 7, 2009 and June 30, 2012, candidates for the following preliminary 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.

(hb) 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 preliminary license by meeting the requirements under 603 CMR 7.06 (25) in effect prior to July 1, 2011.

(ic) 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 preliminary 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 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.