

**PROPOSED AMENDMENTS TO REGULATIONS FOR EDUCATOR LICENSURE AND
PREPARATION PROGRAM APPROVAL
603 CMR 7.00**

- Presented to the Board of Elementary and Secondary Education for initial review and vote to solicit public comment: **November 19, 2013**
- Period of public comment: **through January 3, 2014**
- Final action by the Board of Elementary and Secondary Education anticipated: **January 28, 2014**

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7.03: Educator Preparation Program Approval

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(8) Implementation

(a) Approved programs leading to the English as a Second Language license must address the requirements set forth in 603 CMR 7.06 (9) by December 31, 2013.

(b) 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.

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7.06: Subject Matter Knowledge Requirements for Teachers

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(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.

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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 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 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.

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7.14: Endorsements

(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.

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7.15: General Provisions

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(14) Implementation.

(a) 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.

(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 preliminary 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 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 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.

Regulatory Authority:

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