

**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 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.~~

~~(b) 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.~~

~~(c) 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.~~

~~(d) Sponsoring organizations and approved programs must meet the reporting requirements set forth in 603 CMR 7.03 (5) by April 1, 2013.~~

~~(e) Sponsoring organizations and educator preparation programs seeking approval after August 31, 2013 must address the requirements set forth in 603 CMR 7.03 and 7.04.~~

~~(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) 1., 603 CMR 7.08 (2) (d) 5,~~

(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.

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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 [\(1\)](#), [\(2\)](#), and [\(3\)](#).
- (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.

## 7.06: Subject Matter Knowledge Requirements for Teachers

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 (16) Library (Levels: All)

~~See 603 CMR 7.08 (3) for Professional Standards for Library Teachers.~~

- (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 sStandards and indicators referred to in 603 CMR 7.08 (2) and (3) are used by sponsoring organizations in designing their teacher preparation providers-programs and in preparing their candidates. The standards and indicators are also used 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 and indicators referred to in 603 CMR 7.08 (2) and (3) by passing a Performance Assessment for Initial License using Department guidelines:

~~(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) 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.

~~(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:
  - ~~1. Makes learning objectives clear to students.~~
  - ~~2. Communicates clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids.~~
  - ~~3. Uses engaging ways to begin a new unit of study or lesson.~~
  - ~~4. Builds on students' prior knowledge and experience.~~~~
- ~~2. Communicates high standards and expectations when carrying out the lesson:
  - ~~1. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.~~
  - ~~2. 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).~~
  - ~~3. Demonstrates an adequate knowledge of and approach to the academic content of lessons.~~
  - ~~4. Employs a variety of reading and writing strategies for addressing learning objectives.~~
  - ~~5. Uses questioning to stimulate thinking and encourages all students to respond.~~
  - ~~6. Uses instructional technology appropriately.~~
  - ~~7. Uses effective strategies and techniques for making content accessible to English language learners.~~
  - ~~8. 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.~~~~
- ~~3. Communicates high standards and expectations when extending and completing the lesson:~~

1. Assigns homework or practice that furthers student learning and checks it.
2. Provides regular and frequent feedback to students on their progress.
3. Provides many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning:
  1. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
  2. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

(c) ~~Manages Classroom Climate and Operation.~~

1. ~~Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.~~
2. ~~Creates a physical environment appropriate to a range of learning activities.~~
3. ~~Maintains appropriate standards of behavior, mutual respect, and safety.~~
4. ~~Manages classroom routines and procedures without loss of significant instructional time.~~

(d) ~~Promotes Equity.~~

1. ~~Encourages all students to believe that effort is a key to achievement.~~
2. ~~Works to promote achievement by all students without exception.~~
3. ~~Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.~~
4. ~~Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.~~
5. ~~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.~~

(e) ~~Meets Professional Responsibilities.~~

1. ~~Understands his or her legal and moral responsibilities.~~
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.~~

(3) ~~Standards for Library Teachers~~

- (a) ~~Draws on content of the relevant curriculum frameworks to plan activities addressing standards that will advance students' level of content knowledge.~~
- (b) ~~Identifies reading and writing needs that must be addressed for successful learning.~~
- (c) ~~Plans and uses the pedagogy appropriate to the specific discipline and to the age, level of English language proficiency, and cognitive level of the students in the classroom.~~

- ~~(d) Communicates high standards and expectations of students.~~
- ~~(e) Communicates clearly in writing and speaking.~~
- ~~(f) Accurately measures student achievement of, and progress toward, the learning of objectives using a variety of formal and informal assessments and uses results to plan further instruction.~~
- ~~(g) Creates an environment that is conducive to learning.~~
- ~~(h) Manages classroom routines and procedures without loss of significant instructional time.~~
- ~~(i) Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of local, state, national, and international civic community.~~
- ~~(j) Understands his or her legal and moral responsibilities.~~
- ~~(k) Conveys knowledge of and enthusiasm for his/her academic discipline to students.~~
- ~~(l) Maintains interest in current theory, research and developments in the academic discipline and applies knowledge in classroom practice.~~
- ~~(m) Collaborates with colleagues to improve instruction, assessment, and student achievement.~~
- ~~(n) Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.~~
- ~~(o) Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan linked to grade level and school and district goals, and is receptive to suggestions for growth.~~
- ~~(p) Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.~~

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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) (a) 9, 603 CMR 7.08 (2) (b) 2.(g) and (h), 603 CMR 7.08 (2) (e) 1, 603 CMR 7.08 (2) (d) 5,~~ 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.