

**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: **October 25, 2011**
- Period of public comment: **through December 2, 2011**
- Final action by the Board of Elementary and Secondary Education anticipated: **December 20, 2011**

Background:

The Board and Department of Elementary and Secondary Education have made educator effectiveness a priority, to help educate all students for college and career readiness and close achievement gaps. The Board adopted new Educator Evaluation Regulations in June 2011, as one component of a comprehensive system to support educator development across the career continuum. Proposed amendments to the regulations on Educator Licensure and Preparation Program Approval, 603 CMR 7.00, are presented below. These proposed amendments are intended to do the following:

1. Align the licensure standards for administrative leadership with the standards for educator evaluation that the Board of Elementary and Secondary Education approved in June 2011;
2. Streamline the licensure regulations by including only the high-level administrative leadership standards and publishing more detailed indicators in guidelines;
3. Include American Sign Language as a Foreign Language license; and
4. Create an option for a school nurse to earn a Supervisor/Director license.

The proposed amendments also make some editorial changes for clarity and include a phase-in for new standards.

Proposed amendments are indicated by underline (new language) or ~~striketrough~~ (deleted language). Sections of the regulations that are not being changed are omitted. For the complete text of the current Regulations for Educator Licensure and Preparation Program Approval, 603 CMR 7.00, see <http://www.doe.mass.edu/lawsregs/603cmr7.html>.

603 CMR 7.00 Regulations for Educator Licensure and Preparation Program Approval

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

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- 7.07 Specialist Teacher Licenses
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- 7.09 Licenses and Routes for Administrators
- 7.10 Professional Standards for Administrative Leadership -Administrators
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- 7.12 Standards for Induction Programs for Teachers
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7.02: Definitions

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

7.03: Educator Preparation Program Approval

(2) Required Program Components

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- c. Professional Standards for Teachers (603 CMR 7.08) or Professional Standards for Administrative Leadership (603 CMR ~~7.08 and~~ 7.10), including the use of Massachusetts Curriculum Frameworks in instruction.

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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 August-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.

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7.05: Routes to Initial Teacher and Specialist Teacher Licenses

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- (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:

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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.

7.06: Subject Matter Knowledge Requirements for Teachers

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- (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:
1. Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language).
 2. 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.
 3. 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.
 4. Children's literature, songs, and games in the target language.
 5. Characteristics of elementary reading and writing pedagogy in the target language.
 6. Similarities and differences between the target language and English.
 7. 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:
1. 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.
 2. Introductory knowledge of the other arts (historical traditions, genres, and major artists) associated with the country of origin of the target language.
 3. Introductory knowledge of the political, social and intellectual history of the country or culture with which the target language is or was originally associated.

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4. 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:

1. Expressive and receptive fluency in American Sign Language at a level of proficiency set by the Board.
2. Knowledge of deaf history.
3. Knowledge of deaf culture.
4. Introductory knowledge of deaf art.
5. Knowledge of different literary genres; for example, children's literature, poetry, and games associated with the deaf.
6. Theories of first and second language acquisition for American Sign Language.
7. Similarities and differences in the linguistic structure of American Sign Language and English.
8. Knowledge of methods of instruction in American Sign Language.
9. Knowledge of philosophies of American Sign Language.

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- (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.

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7.09: Licenses and Routes for Administrators

For candidates who were prepared outside Massachusetts, 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 7.14 (3).

- (1) Superintendent/Assistant Superintendent (Levels: All)
 - (a) Preliminary 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.

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1. Possession of at least an Initial license in another educational role or Preliminary 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 Administrators 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 superintendent/assistant superintendent role.
 - b. An administrative apprenticeship/internship (300 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-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 Administrators~~ 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.
- (b) Professional License.

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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 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 Administrators 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. 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.

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(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 Administrators 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 (300 hours) in the special education administrator role.
 - b. An administrative apprenticeship/internship (300 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.

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- 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.
- 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~~~~Administrators~~ 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) 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 ~~Administrators~~Administrative Leadership

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- (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. They 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 Professional 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.
~~Articulates the purposes of education and the place of public schools in the United States of America.~~
~~2. Articulates vision and mission.~~
~~3. Reviews, evaluates, and revises instructional programs on the basis of sound information and relevant data.~~
~~4. Knows and encourages appropriate uses of instructional technologies.~~
~~5. Promotes activities that honor academic excellence.~~
~~6. Involves staff in preparing and implementing professional development plans that are related to improved student learning.~~
~~7. Helps staff align their curriculum with the state's curriculum frameworks.~~
~~8. Understands principles of mentoring and provides new teachers with mentors.~~
~~9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.~~
~~10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs.~~
- (b) Administration 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.
~~Demonstrates effective oral and written communication skills.~~
~~2. Uses effective methods of personnel selection, supervision, and evaluation.~~
~~3. Identifies, implements, and evaluates content based instruction based on the Massachusetts Curriculum Frameworks.~~
~~4. Practices relevant fiscal management policies and procedures.~~
~~5. Uses technology appropriately for his or her professional position.~~
~~6. Acts with integrity, fairness, and professionalism.~~
~~7. Understands plant facilities and equipment management.~~
- (c) Equity 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.

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~~Assures presence and quality of educational programs that address the needs, interests, and abilities of all students.~~

~~2. Provides programs or activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities.~~

~~3. Fosters understanding that effort is a key factor in achievement.~~

~~4. Helps all students see themselves as unique individuals responsible for their own actions.~~

~~5. Assures high academic expectations for all students.~~

~~6. Holds teachers, students, and self to high standards of performance and behavior.~~

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

~~1. Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/district.~~

~~2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction.~~

(e) Professional Responsibilities

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

~~2. Maintains interest in current developments in the professional discipline.~~

~~3. Knows educational principles and research that promote sound practices.~~

~~4. Studies educational research of relevance to professional responsibilities.~~

~~5. Is familiar with the range of instructional programs and policies that can promote academic learning for all students.~~

~~6. Is familiar with the range of student support services.~~

~~7. Is familiar with the range of professional training programs and providers for prospective teachers.~~

~~8. Knows multiple strategies to assess student performance.~~

~~9. Understands approaches to organizational change, school-based management, and school restructuring.~~

~~10. Understands federal, state, and municipal laws and regulations affecting schools, staff, and students including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.~~

~~11. Demonstrates understanding of current issues in American education.~~

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

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(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.

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(13) Hardship Waivers and Critical Shortage.

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(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 (1~~2~~³) (a) or to seek a determination of a critical shortage, pursuant to 603 CMR 7.14 (1~~2~~³) (b).

(14) Implementation.

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- (h) Individuals who apply and complete all requirements for ~~initial or preliminary~~ 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.
- (i) Individuals who apply and complete all requirements for ~~initial or preliminary~~ 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.
- (j) 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.

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***Technical Changes:**

“Professional Standards for Administrators” shall be replaced with “Professional Standards for Administrative Leadership” throughout 603 CMR 7.00.