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| **COMPETENCY REVIEW GUIDE**  **OFFICE OF EDUCATOR LICENSURE**  ***How to Satisfy and Document - Subject Matter Knowledge Competency Review Requirements*** |
| **DRAFT FOR PUBLIC COMMENT**  **February 2020** |

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**INTRODUCTION**

**What is a Competency Review?**

The process for determining whether the subject matter knowledge requirements for a license have been met in a field for which there is no subject matter knowledge test\* and elsewhere as required in the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00, using Department guidelines.

\* Please note that when a subject matter knowledge test becomes available, a passing score is required.

**What licenses are impacted?**

These competency review guidelines are intended to assist applicants seeking to obtain a license noted below at the Provisional type, or as an additional license at the Initial or Professional type.

* Deaf & Hard-of-Hearing [ASL/TC]
* Deaf & Hard-of-Hearing [Oral/Aural]
* Digital Literacy/Computer Science
* Foreign Languages - where there is no MTEL subject matter test for the language
* General Science, 1-6\*
* History, 1-6\*
* Library
* Moderate Disabilities
* Severe Disabilities
* Visually Impaired

\* Please note that an applicant for a **General Science 1-6** license has the option of passing the MTEL General Science subject matter test in lieu of satisfying the competency review for the license and an applicant for a **History 1-6** license has the option of passing the MTEL History subject matter test in lieu of satisfying the competency review for the license.

Licensure requirements for the licenses noted above may be found by visiting the Licensure Requirements Tool: [www.doe.mass.edu/licensurehelp](http://www.doe.mass.edu/licensurehelp).

**HOW TO SATISFY “COVERAGE OF” A REQUIREMENT**

**How is “Coverage of” a requirement satisfied?**

Through completion of a professional learning experience(s) that provided at least 10 hours of instruction specific to and completely covering a subject matter knowledge competency review “Coverage of” requirement.

**What professional learning experiences can be completed toward gaining these hours?**

These hours may be gained through completion of any one or combination of the following options: coursework, seminars, workshops, mentored employment, peer coaching, or Department approved assessments ~~or other professional learning experiences~~. Please note, professional learning experiences that are solely self-taught (no instructor involved) would not be applicable toward these hours.

OR

**Through successful completion of the Structured Guidance & Supports (SG&S) path.**

This path is a performance-based assessment process for a teacher licensure candidate. The SG&S process and assessment takes place over a 150-hour field experience for the license sought and must be completed in accordance with the [Structured Guidance & Supports (SG&S): Guidelines](http://www.doe.mass.edu/licensure/academic-prek12/sgs/guidelines.docx).

**HOW TO DOCUMENT COMPLETION OF ANY ONE OF THESE OPTIONS**

***Option I - Coursework:*** Coursework: If you have addressed any requirement through previously completed coursework at a college or university, then please submit an official transcript for that course work if you have not already done so. As supporting documentation, you may include a letter as noted below or a copy of the official course catalog description.

***Option II – Seminar or workshop:*** If you have addressed any requirement through a previously completed seminar or workshop then submit a letter as noted below or a copy of your certificate of completion. As supporting documentation, you may submit an official catalog description.

Submitting a letter is encouraged when it is not self-evident in the title of a course, seminar, workshop, or in supporting documentation that any or all of a requirement has been covered and/or how many hours of instruction were delivered specific to a requirement.

If a requirement(s) has been completely satisfied through coursework then please submit a letter that includes the information noted in the sample letter template found in this guide on page thirteen, and if completely satisfied through a seminar or workshop then please submit a letter that includes the information noted in the sample letter template found in this guide on page fifteen. If a requirement was not completely satisfied then the letter should state the title of the course(s), seminar(s), or workshop(s) and number of hours of instruction that were delivered specific to a requirement(s) and the specific component(s) of the requirement that were covered.

Letters verifying coursework must be on official college/university letterhead and be signed by the course instructor, licensure officer, appropriate department chair, registrar, dean, assistant dean, program director, provost, chancellor, vice-president, or president. Letters verifying seminars, workshops, or additional professional learning experiences should be on official letterhead of the provider and be signed by an appropriate representative. See the sample letter in this document.

***Option III - School-based mentored employment/peer coaching:***

If you have addressed a requirement through school-based (PreK-12) mentored employment or peer coaching, please submit a letter, on official letterhead signed by the Superintendent/or equivalent stating the hours of mentored employment or peer coaching that were delivered specific to a requirement and the specific component(s) of the requirement that were covered. If a requirement(s) has been completely satisfied through mentored employment or peer coaching, then please submit a letter that includes the information noted in the sample letter template found in this guide on page fourteen.

Please note that the mentor must have been trained as a mentor, hold a MA Initial or Professional license in the field of the license sought at the appropriate grade level, and have a combined total of at least three full years of experience under the Initial and/or Professional license. However, new licenses would not have a mentor with the 3 years of experience under the license the candidate is seeking. However, new licenses would not have a mentor with the 3 years of experience under the license the candidate is seeking. Therefore, a trained mentor for the new Digital Literacy/Computer Science license could be an individual who holds a Massachusetts Initial or Professional Digital Literacy/Computer Science, Instructional Technology Teacher, or Instructional Technology Specialist Teacher License that completed at least three full years of experience under any Initial or Professional license(s) held (e.g., mentor holds an Initial Instructional Technology Teacher License and completed three years of experience under an Initial Principal/Assistant Principal license) OR the mentor could be the IT Director/Director of Technology.

***Option IV – Department Approved Assessments:*** For some license areas, the Department has accepted a non-MTEL test to cover one or more competency area. An example of a non-MTEL test that is accepted as part of the competency review is a score report documenting that at least an Advanced Low score on the American Council for the Teaching of Foreign Languages (ACTFL) OPI and WPT proficiency tests. Non-MTEL tests that the Department will accept are license specific and may evolve over time. A candidate can learn about these options by applying for the license and/or reviewing this guide.

***Option V -******Structured Guidance & Supports Path:*** If you have successfully completed the Structured Guidance & Supports path for the license field/level sought then please submit the appropriate license specific [SG&S Licensure Form](http://www.doe.mass.edu/licensure/academic-prek12/sgs/). Currently, this option may not be available for all licenses requiring a competency review. If this option is available then a SG&S Licensure Form can be found within the license specific appendix on the [Structured Guidance & Supports (SG&S) web page](http://www.doe.mass.edu/licensure/academic-prek12/sgs/) <http://www.doe.mass.edu/licensure/academic-prek12/sgs/>. The form must be complete and contain all required signatures.

**NOTE:**

* There is an additional option applicable only to the Digital Literacy/Computer Science license for an applicant that can demonstrate hours of instructional knowledge addressing a competency review requirement(s) for the license through successful school-based (PreK-12) teaching experience evaluated by an administrator.
* Providers of professional learning experiences may be in a position to write a letter as noted above; however, it is up to the discretion of the provider to issue such a letter and it is not a requirement or expectation of the Office of Educator Licensure.
* All documentation submitted in support of a competency review will be reviewed and considered for compliance to requirements. The Office of Educator Licensure may seek further clarification if needed.

**SUBJECT MATTER KNOWLEDGE COMPETENCY REVIEW REQUIREMENTS**

*Generally, the Department refers to satisfying a subject matter knowledge competency review requirement as “Coverage of.”*

**DEAF & HARD-OF-HEARING [Oral/Aural]**

**Coverage of:**

* The anatomy and physiology of ear and neural pathways, physics of sound and psychoacoustics including auditory perception, speech acoustics and impact of environmental acoustics on speech understanding and listening.
* Hearing measurement and etiology (both objective and subjective screening and test methods), test interpretation, hearing levels and the impact on listening and speech perception.
* Function and uses of available sensory devices and hearing assistive technology.
* Typical auditory development, auditory development of children with hearing loss, auditory development using hearing technology, the auditory hierarchy, acoustic phonetics (sounds of speech and transmission/reception), appropriate electroacoustic and functional assessments, and factors that impact auditory development.
* Speech production: sequence of development (typical and atypical), anatomy and physiology of the speech/voice mechanism; and formal and informal speech production assessment measures.

**DEAF & HARD-OF-HEARING [American Sign Language/Total Communication]**

**Coverage of:**

* Knowledge of the perception, acquisition and processing of language (including both spoken and sign language).
* Knowledge of strategies for supporting language acquisition in sign language.
* Knowledge of theories in typical and atypical child development as it relates to children who are deaf or hard of hearing, including emotional, social and intellectual development.
* Knowledge of the design and modifications of curricular and instructional materials to ensure accessibility of the curriculum for deaf or hard of hearing students with and without special needs.
* Knowledge of strategies for promoting literacy among students who are deaf or hard of hearing.
* Knowledge of the clinical foundations of hearing.
* Knowledge of the relationship between ASL and English and strategies for translating between ASL and English.
* Knowledge of Deaf culture, Deaf history and the Deaf community.
* Knowledge of medical, social, and ethical issues related to educating students who are deaf or hard of hearing.
* Knowledge of Federal and State Special Education Laws, Individualized Education Programs (IEPs) and Section 504 of the Rehabilitation Act of 1973 (29 USC 794) plan development and implementation for students who are deaf or hard of hearing.
* Critical analysis and application of research relevant to educating students who are deaf or hard of hearing.
* Knowledge of sign language proficiency at a level approved by the Department\*

\* Currently, achieving a passing score (rating of at least intermediate) on the SLPI: ASL test will satisfy this requirement. Further information, including test preparation, can be found at <http://www.rit.edu/ntid/slpi/>. While there is no appeal process, a candidate may re-take the SLPI: ASL test until a passing score is received. If you have an official SLPI test score from out of state then please call MCDHH at 617-740-1690 and have your letter with SLPI: ASL test information available.

**DIGITAL LITERACY/COMPUTER SCIENCE (DLCS)**

***Option Available only for the DLCS license – Successful School-based Teaching Experience:*** If you have addressed DLCS subject matter and skills through successful school-based (PreK-12) teaching experience, please submit a letter, on official letterhead signed by the superintendent/or equivalent position when there is no superintendent stating the course taught specific to a requirement and the specific component(s) of the requirement that were covered. If a requirement(s) has been completely satisfied through successful school-based teaching experience, then please submit a letter that includes the information noted in the sample letter template found in this guide on page sixteen. Please note that the administrator evaluating this teaching experience must hold a MA Initial or Professional administrator license.

**Coverage of: (5-12 grade level licenses)**

The below referenced standards are included within the MA Digital Literacy and Computer Science Curriculum Framework <http://www.doe.mass.edu/frameworks/dlcs.pdf>.

1. ***Computing and Society***
2. Understand safety and security concepts, security and recovery strategies, and how to deal with cyberbullying and peer pressure in a social computing setting. (Standards: 6-8.CAS.a and 9-12.CAS.a)
3. Understand, analyze impact and intent of, and apply technology laws, license agreements and permissions. (Standards: 6-8.CAS.b and 9-12.CAS.b)
4. Recognize, analyze, and evaluate the impact of technology, assistive technology, technology proficiencies, and cybercrime in people's lives, commerce, and society. (Standards: 6-8.CAS.c and 9-12.CAS.c)
5. ***Digital Tools & Collaboration and Computing Systems***
6. Selection and use of digital tools or resources and computing devices to create an artifact, solve a problem, communicate, publish online or accomplish a real-world task. (Standards: 6-8.DTC.a, 9-12.DTC.a, 6-8.DTC.b, 9-12.DTC.b, 6-8.CS.a and 9-12.CS.a)
7. Use of advance research skills including advanced searches, digital source evaluation, synthesis of information and appropriate digital citation. (Standards: 6-8.DTC.c and 9-12.DTC.c)
8. Understand how computing device components work. Use of troubleshooting strategies to solve routine hardware and software problems. (Standards: 6-8.CS.a, 9-12.CS.a, 6-8.CS.b, and 9-12.CS.b)
9. Understand how networks communicate, their vulnerabilities and issues that may impact their functionality. Evaluate the benefits of using a service with respect to function and quality. (Standards: 6-8.CS.c, 9-12.CS.c, 6-8.CS.d, and 9-12.CS.d)
10. ***Computational Thinking***
11. Creation of new representations, through generalization and decomposition. Write and debug algorithms in a structured language. (Standards: 6-8.CT.a, 9-12.CT.a, 6-8.CT.b, and 9-12.CT.b)
12. Understand how different data representation affects storage and quality. Create, modify, and manipulate data structures, data sets, and data visualizations. (Standards: 6-8.CT.c and 9-12.CT.c)
13. Decompose tasks/problems into sub-problems to plan solutions. (Standards: 6-8.CT.d and 9-12.CT.d)
14. Creation of programs using an iterative design process to create an artifact or solve a problem. (Standards: 6-8.CT.d and 9-12.CT.d)
15. Creation of models and simulations to formulate, test, analyze, and refine a hypothesis. (Standards: 6-8.CT.e and 9-12.CT.e)

**NOTE:** Achieving a score stated on a test below satisfies the subject matter knowledge competency review requirements associated with the test as noted below.

* [Pearson/NES Computer Science](http://www.nestest.com/PageView.aspx?f=GEN_Tests.html) test # 315, a score of at least 220 satisfies 1, 2, 3, 6, 7, 8, 9, 10, 11, and 12.
* [ETS/Praxis Computer Science](https://www.ets.org/praxis/register) test # 5652, a score of at least 160 satisfies requirements 2, 3, 7, 8, 9, 10, 11, and 12.
* ETS/Praxis Computer Science test #5651, no longer offered, a score of at least 171 satisfies 2, 4, 5, 8, 9, 10, 11, and 12.

**FOREIGN LANGUAGES**

*An MTEL subject matter test is available for the following languages: Chinese (Mandarin), French, German, Italian, Portuguese, Russian, and Spanish. However, a Competency Review is required for all other foreign languages as noted below.*

**Coverage of: (PreK-6 grade level licenses)**

* Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language). \*
* 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.
* 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.
* Children's literature, songs, and games in the target language.
* Characteristics of elementary reading and writing pedagogy in the target language.
* Similarities and differences between the target language and English.
* Theories of, and differences between, first and second language acquisition.

\* Please note that for foreign language licenses other than ASL [where no subject matter knowledge MTEL is available for the target language]: achieving a score of at least Advanced Low on the American Council for the Teaching of Foreign Languages (ACTFL <https://www.actfl.org/>) OPI and WPT proficiency tests in the target language of the license sought will satisfy the competency review requirement: “Spoken and written command of a standard version of the target language.”

**Coverage of: (5-12 grade level licenses)**

* Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language). \*
* Similarities and differences between the target language and English.
* Theories of, and differences between, first and second language acquisition.
* 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.
* Introductory knowledge of the other arts (historical traditions, genres, and major artists) associated with the country of origin of the target language.
* Introductory knowledge of the political, social and intellectual history of the country or culture with which the target language is or was originally associated.
* 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 as associated.

**\*** Please note that for foreign language licenses other than ASL [where no subject matter knowledge MTEL is available for the target language]: achieving a score of at least Advanced Low on the American Council for the Teaching of Foreign Languages (ACTFL <https://www.actfl.org/>) OPI and WPT proficiency tests in the target language of the license sought will satisfy the competency review requirement: “Spoken and written command of a standard version of the target language.”

**American Sign Language - Coverage of: (PreK-6 and 5-12 grade levels)**

**Coverage of:**

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

**\*** Achieving a passing score (rating of at least intermediate) on the SLPI: ASL test will also satisfy this requirement. Further information, including test preparation, can be found at <http://www.rit.edu/ntid/slpi/>. While there is no appeal process, a candidate may re-take the SLPI: ASL test until a passing score is received. If you have an official SLPI test score from out of state then please call MCDHH at 617-740-1690 and have your letter with SLPI: ASL test information available.

Please note that achieving a passing score on all 3 subtests of the California Subject Examination for Teachers American Sign Language exam will satisfy competency review requirements for the license except for the following: Expressive and receptive fluency in American Sign Language at a level of proficiency set by the Board; and Knowledge of methods of instruction in American Sign Language. Information regarding the exam can be found at <http://www.ctcexams.nesinc.com/>.

**GENERAL SCIENCE, 1-6**

**Coverage of:**

* Coverage of: Ecosystems, organism structures and processes, heredity, and biological evolution.
* Coverage of: Energy and energy transfer, waves and their application.
* Coverage of: Earth's place in the universe, Earth's system, and human impacts on Earth's system.
* Coverage of: Science and engineering practices as applied to the sciences, and safety.
* Coverage of: Engineering design process.
* [Coverage of: Matter and its interactions, forces and motion](https://gateway.edu.state.ma.us/elaradmin/requirement.aspx?mode=edit&MISR_ID=2238).

**OR**

* Pass the MTEL General Science subject matter test.

**HISTORY, 1-6**

**Coverage of:**

* Coverage of: United States History.
* Coverage of: World History.
* Coverage of: Geography.
* Coverage of: Economics.
* Coverage of: Civics & Government.
* Coverage of: News/Media Literacy.

**OR**

* Pass the MTEL History subject matter test.

**LIBRARY**

**Coverage of:**

* Characteristics, uses, and design of information systems, for standard reference sources and appropriate technologies.
* Selection, acquisition, organization, and maintenance of information resources.
* Appropriate equipment for using information resources.
* Development, organization, management, and evaluation of school library media programs and resource centers.
* Literature for children and young adults.
* Selection, adaptation, and production of instructional materials.
* Federal and state laws and regulations pertaining to media, including those governing access to and reproduction of materials.
* Ethical issues affecting library media services.
* Community and governmental resources.

**MODERATE DISABILITIES**

**Coverage of:**

* Educational terminology for students with mild to moderate disabilities.
* Preparation, implementation, and evaluation of Individualized Education Plans (IEPs).
* Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities.
* Federal and state laws and regulations pertaining to special education.
* Coverage of Knowledge of services provided by other agencies.
* Ways to prepare and maintain students with disabilities for general education classrooms.
* Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies

**SEVERE DISABILITIES**

**Coverage of:**

* Definitions, etiologies, and characteristics of severely disabling conditions.
* Theories, concepts, and methods of assessing physical, emotional, intellectual, and social development in children and adolescents.
* Theories of language development and the effects of disabilities on learning.
* Reading theory, research and practice.
* Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
* Phonemic awareness and phonics: principles, knowledge, and instructional practices.
* Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
* Development of a listening, speaking, and reading vocabulary.
* Theories on the relationships between beginning writing and reading.
* Theories of first and second language acquisition and development.
* Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
* How to design or modify curriculum, instructional materials, and classroom environments for students with severe disabilities.
* Ways to prepare and maintain students with severe disabilities for general education classrooms. for example, use of behavioral management principles.
* Knowledge of services provided by other agencies.
* Knowledge of appropriate vocational or alternative school programs, or work-study and community-based opportunities and alternative high school programs and how to refer students to them.
* Federal and state laws pertaining to special education.
* Techniques for developing skills designed to facilitate placement in least restrictive environments.
* Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.
* Source and operation of orthotic devices, medical technologies, and computer-moderated prosthetic devices.

**VISUALLY IMPAIRED**

**Coverage of:**

* Similarities and differences between visually impaired and non-visually impaired children in emotional, social, physical, and intellectual development.
* Anatomy and physiology of the eye and visual abnormalities.
* Historical and current developments in education of the visually impaired in the United States and other countries.
* How to use state-of-the-art diagnostic information.
* Medical and educational research related to the visually impaired.
* Use of English Braille (UEB) for non-technical materials and UEB and Nemeth Braille Code for Mathematics for technical materials.
* Use of assistive technology, such as low-vision devices.
* Design or modification of the curriculum and instructional materials for the visually impaired.
* Ways to prepare visually impaired students for classrooms ranging from general education classrooms to schools for the visually impaired.
* Features of family support and services.
* Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
* Knowledge of Federal and State Special Education Laws, IEPs, and 504 plan development and implementation for students who are visually impaired.
* Principles and research-based instructional practices for developing emergent reader skills (alphabetic principle, concepts of print, phonological and phonemic awareness).
* Phonemic awareness and phonics; principles, knowledge, and instructional practices.
* Use of assessment for instruction and intervention.
* Knowledge of a variety of formal and informal reading assessment tools.
* Use of data from screening, diagnostic, and formative assessments to identify individual strengths and weaknesses and differentiate instruction (prepare mini-lessons, select appropriate materials, form flexible groups).
* Knowledge of Response to Intervention models/components, including tiered instruction, shared responsibility and decision-making, research-based interventions, and progress monitoring.
* Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.

**College/University Coursework Sample Verification Letter Template**

**Helpful in providing further clarity:**

Constructing a letter with the information indicated below is especially helpful in streamlining the competency review process when we have received official transcripts.

**- Required letter components -**

* Must be on official college/university letterhead.
* Must be signed by the course instructor, licensure officer, appropriate department chair, program director, assistant dean, dean, registrar, provost, vice-president, president, or chancellor.
* Must include attestation statement.

| Applicant’s Name: | |
| --- | --- |
| MA Educator License or MEPID Number: | |
| License Field and Grade Level Sought: | |
| **Attestation Statement:**  ***Completion of the course(s) listed below provided the applicant with at least ten (10) hours of instruction specific to and completely covering each of the competency review requirements (noted below) as attested to by signature and title.*** | |
| *Coursework:* | |
| Insert Coursework Prefix(es), Number(s), and Name(s): | |
|  | |
|  | |
| *Competency Review Requirements:* | |
| Coverage of: | |
| Coverage of: | |
| Coverage of: | |
| Printed name: | Signature: |
| Title: | |
| *(course instructor, licensure officer, appropriate department chair, program director, assistant dean, dean, registrar, provost, vice-president, president or chancellor)* | |
| Name of College/University: | |
| **Please note:** Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found [here](http://www.doe.mass.edu/licensure/elar/). | |

**Mentored Employment or Peer Coaching Sample Verification Letter Template**

**Helpful in providing further clarity:**

Constructing a letter on official school letterhead with the information indicated below is especially helpful in streamlining the competency review process if you have addressed a requirement through school-based (PreK-12) mentored employment and/or peer coaching.

**- Required letter components -**

* Must be on official school letterhead.
* Must be signed by the superintendent or equivalent where there is no superintendent (e.g., executive director).
* Must include attestation statement.

| Applicant’s Name: |
| --- |
| MA Educator License or MEPID Number: |
| License Field and Grade Level Sought : |
| **Attestation Statement:**  ***The applicant was provided with at least ten (10) hours of instruction specific to and completely covering each of the below competency review requirements through mentored employment and/or peer coaching delivered by the mentor (noted below) as attested to by my signature and title.*** |
| **Competency Review Requirements:** |
| Coverage of: |
| Coverage of: |
| Coverage of: |
| Printed name of mentor: |
| Mentor’s MA Educator License or MEPID Number: |
| Printed name of superintendent or equivalent: |
| Signature of superintendent or equivalent: |
| **Please note:** Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found [here](http://www.doe.mass.edu/licensure/elar/). |

**Seminar or Workshop, Sample Verification Letter Template**

**Helpful in providing further clarity:**

Constructing a letter with the information indicated below is especially helpful if you have addressed a requirement through completion of a seminar or workshop.

**- Required letter components -**

* Must be on official letterhead of the provider organization.
* Must be signed by an appropriate representative (e.g., presenter, director, principal, executive director, superintendent, etc.).
* Must include attestation statement.

| Applicant’s Name: | |
| --- | --- |
| MA Educator License or MEPID Number: | |
| License Field and Grade Level Sought: | |
| **Attestation Statement:**  ***Completion of the seminar(s) or workshop(s) listed below provided the applicant with at least ten (10) hours of instruction specific to and completely covering each of the competency review requirements (noted below), as attested by signature and title.*** | |
| Title of seminar(s) or workshop(s): | |
|  | |
|  | |
| **Competency Review Requirements:** | |
| Coverage of: | |
| Coverage of: | |
| Coverage of: | |
| Name of Provider Organization: | |
| Printed Name of Representative: | Signature: |
| Title: | |
| **Please note:** Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found [here](http://www.doe.mass.edu/licensure/elar/). | |

**Digital Literacy/Computer Science, 5-12** **Successful School-Based Teaching Experience Sample Verification Letter Template**

**Helpful in providing further clarity:**

Constructing a letter on official school letterhead with the information indicated below is especially helpful in streamlining the competency review process if you have addressed a requirement through successful school-based (PreK-12) teaching experience. Please include complete information for ***each course*** being submitted.

**- Required letter components -**

* Must be on official school letterhead.
* Must be signed by the administrator evaluating the teaching experience and the superintendent or equivalent where there is no superintendent (e.g., executive director).
* Must include attestation statement.

| Applicant’s Name: | | | |
| --- | --- | --- | --- |
| MA Educator License Number: | *Or* MEPID: |  | |
| License Field and Grade Level: Digital Literacy/Computer Science, 5-12 | | | |
| **Attestation Statement:**  ***The applicant has demonstrated at least ten (10) hours of instructional knowledge specific to and completely covering each of the below listed Digital Literacy/Computer Science, 5-12 license competency review requirements through successful teaching experience in the below course evaluated by the administrator noted below as attested to by my signature and title.*** | | | |
| **Competency Review Requirements:** | | | |
| Coverage of: | | | |
| Coverage of: | | | |
| Coverage of: | | | |
| Course Code as noted in EPIMS Appendix G: | | | |
| District and school the course was taught: | | | |
| Printed name of administrator: | | |
| Administrator’s MA Educator License Number: | | | |
| Signature of administrator: | | | |
| Name of school district: | | | |
| Printed name of superintendent/or equivalent position: | | | |
| Signature of superintendent/or equivalent position: | | | |
| **Please note:** Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found [here](http://www.doe.mass.edu/licensure/elar/). | | | |