

**Chapter 74**

**Guide for Vocational Technical Administrator and**

**Cooperative Education Coordinator Licensure**

**Effective October 2021**

#### Massachusetts Department of Education

# Office of Educator Licensure

#### ATTN: Vocational Technical Educator Licensure

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**Introduction**

This Guide was prepared to provide individuals with information on the requirements for obtaining the Initial and Professional Vocational Technical Administrator (Superintendent/Assistant Superintendent, Principal/Assistant/Principal, Supervisor/Director license) as well as the Initial and Professional Vocational Technical Cooperative Education Coordinator license. It is designed so that individuals will have a general understanding of the license requirements in an easy-to-read format.

The Vocational Technical Education Regulations 603 CMR 4.00, as amended by the Massachusetts Board of Education on February 25, 2020, and the “Guidelines for Vocational Technical Education Programs and Educator Licensure," are the basis for this Guide. They should be reviewed because they contain important information that is not included in this Guide including, but not limited to, Professional Standards for teachers, administrators and cooperative education coordinators, as well as general provisions for licensure and employment. The official copies of the Regulations and Guidelines, as filed with the Secretary of State, are implemented by the Department of Elementary and secondary Education (ESE). The Department does not represent this Guide as a replacement for the official regulations and guidelines.

**References**

[603 CMR 4.00 Vocational Technical Education Regulations and Guidelines](http://www.doe.mass.edu/lawsregs/603cmr4.html) \*

[Chapter 74 Guide for Preliminary Vocational Technical Teacher Licensure](http://www.doe.mass.edu/licensure/voctech/chapter-74-guide-preliminary-licensure.docx) [[1]](#footnote-1)\*

[Chapter 74 Guide for Professional Vocational Technical Teacher Licensure](http://www.doe.mass.edu/licensure/voctech/chapter-74-guide-professional-licensure.docx)\*

[Chapter 74 Guide for Vocational Technical Educator License Renewal](http://www.doe.mass.edu/licensure/voctech/chapter-74-guide-professional-license-renewal.docx)\*

The [Vocational Technical Education](http://www.doe.mass.edu/licensure/voctech/) section of the Office of Educator Licensure contains additional information on vocational technical educator licensure.

Applicants may also want to review the Massachusetts Educator Licensure Series (MELS), a collection of slideshows explaining various aspects of the Licensure process, found here: <https://www.youtube.com/channel/UClS1IAPHRGoqr6iyzNHTgqg>

Additional references are listed with the requirements for each license field in this Guide.

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# How to Use this Guide

The purpose of this guide is to provide individuals who are interested in earning a Chapter 74 Technical Administrator License the information needed to begin the licensure process. In the following pages we will provide an overview of the Vocational Administrator Licensure Process, how to apply for a Vocational Technical Teacher License, the general requirements for each vocational technical teacher license field and information on how to document compliance with the requirements. Educators are encouraged to review all information in this guide as well as the information on the Licensure Office’s website: [www.doe.mass.edu/licensure](http://www.doe.mass.edu/licensure)

# The Vocational Teacher Licensure Process

Massachusetts Chapter 74 Vocational Technical Administrator licenses come in two types, **Initial** and **Professional**. Both types of licensure are valid to be employed as a vocational administrator in the Commonwealth of Massachusetts. Interested applicants should note that they cannot begin the licensure process at the Professional stage. The first administrator license earned must be an Initial one.

Vocational teachers earn their Initial license by documenting that they have met the appropriate requirements. Once earned, the Initial Vocational Technical License is valid for five years of full-time employment. This means that only time spent working under the license in a Massachusetts school may count towards the validity period. For example, Matthew earns an Initial Supervisor/Director, 9-14, license in 2020, however he does not obtain a job as a Vocational Supervisor/Director in a Massachusetts public school until August of 2024. Assuming Matthew is continuously employed under the Supervisor/Director license and in a full-time capacity, his license will be valid until the end of the 2028-29 school year.

Once a vocational administrator begins working under the Initial license, they should begin to take steps to advance their license to the Professional stage. A vocational administrator is eligible to advance to the Professional stage after they have been employed under the Initial license for at least three years and has completed an induction program as a part of their first year of working in the role.

# Setting Up and Using an ELAR account

The first step for any individual looking to earn a Massachusetts Educator License is to create an ELAR account if they have not already done so. The Educator Licensing and Renewal (ELAR) system is the online licensing system used by the Office of Educator Licensure to track the Licensure process for all applicants. Through the ELAR system, educators may complete all aspects of the license application process and to review their current license information. As the Licensure Office no longer mails out hard copies of licenses, all educators who have applied for and/or earned a Massachusetts license have an ELAR account, regardless of whether they set it up themselves. In ELAR, an applicant/educator can apply for new licenses, view their status, upload supporting documents, print an unofficial copy of their license and much more. Educators are encouraged to set up their own ELAR account so that they can easily access their information by recalling their username and password.

A step-by-step guide on how to create an ELAR account may be found here: <http://www.doe.mass.edu/licensure/elar/navigating-the-system.docx>

If you are having difficulty logging into an existing ELAR account, please contact the Licensure Call Center for assistance. A call center representative will be able to reset your password and help you log in. The call center is open each business day from 9am-1pm and 2pm-5pm and may be reached at 781-338-6600.

# Applying for a License

Interested educators are encouraged to apply for their license at their earliest possible convenience, even if they have not completed the required testing. An educator does not need to have completed all requirements for a license in order to submit the application. Submitting an application merely begins the review process where the Licensure Office will begin to review an applicant’s qualifications and provide written information as to how to document the remaining requirements. Applications are reviewed on a rolling basis whenever new documentation is submitted to the Licensure Office. There is no fee for each additional review and open applications do not expire in the ELAR system. An applicant’s first application will cost $100, and each additional application submitted will cost $25.

A step-by-step guide on how to apply for a license in the ELAR system may be found here: <http://www.doe.mass.edu/licensure/elar/how-to-apply.docx>

A paper application is available for educators to fill out and mail to the Licensure Office. However, applicants should note that correspondence about said application will occur online via the applicant’s ELAR account. A copy of the paper application may be found here: <http://www.doe.mass.edu/licensure/voctech/application-package.docx>.

# The License Application Review Process

Once you have applied for a Massachusetts Educator License, you may begin submitting documentation of the requirements. All documents may be uploaded to your ELAR account in PDF or jpeg format. A step-by-step guide on how to upload documents to your ELAR account may be found here: <http://www.doe.mass.edu/licensure/elar/how-to-upload-documents.docx>

An open Vocational Technical Education License application will have a listed status of “Not Ready,” “Ready for Review” or “Pending.”

A “Not Ready” status on a Vocational Technical Education license application indicates that an individual has filled out an application, but they have either not yet submitted payment for the application, or they have not submitted any documentation for review. If the application is still in a “Not Ready” status after you have submitted payment for an application AND you have submitted documents to be reviewed, then please contact the Licensure Call Center so that we may ensure that it is reviewed in a timely manner.

An application goes into a “Ready for Review” status when new documentation is added to an educator’s ELAR profile. “Ready for Review” indicates that the file is in line to be reviewed by a member of the Office of Educator Licensure’s evaluator team. Educators should note that as long as an application goes into a “Ready for Review” status, they do not need to contact the Licensure Office to inform us that a document has been uploaded. Open applications are processed in the order that they go into a “Ready for Review” status. The turn-around time on a Vocational Technical Education license application will vary depending on the time of year and may range from a few days to a few weeks.

Upon review, the evaluator will determine which (if any) requirements have been properly documented and mark them as “verified met” on the educator’s application. If all requirements have been fulfilled, the license is granted.

If there are outstanding requirements, the status of the application will switch to “Pending” and the applicant will be emailed an evaluation letter. This letter will detail which requirements remain and what the applicant’s options are for fulfilling said requirements. If an educator has submitted documentation that has been determined to be unacceptable, the evaluation letter will detail why the documents cannot be accepted and (if applicable) what must be changed in the documentation in order to make them acceptable. The application will then stay in a “Pending” status until new documentation is submitted for review and the review process will begin again.

# Documenting Requirements for the Initial license

Applicants should refer to the appropriate page in this guidebook for a list of the specific requirements for the license they are pursuing. Listed here is a breakdown of all possible requirements and how to document them.

**Completion of college coursework (such as a Bachelor or Master’s degree)**

To provide documentation of college coursework, educators should upload/submit an official college transcript that denotes the coursework completed and degrees earned. An official college transcript will bear the signature of the registrar. Educators should ensure that any completed coursework is done at an accredited university. A listing of DESE-recognized national accrediting organizations can be found here: <http://www.doe.mass.edu/licensure/academic-prek12/teacher/recognized-accrediting-organizations.html>

**Possession of a Massachusetts Educator License OR the SEI Endorsement**

The Licensure Office keeps a record of all licenses or endorsements issued in the ELAR system. Educators should not have to submit evidence of possession of a Massachusetts Educator license. The Licensure office will confirm possession of the license when the application is reviewed.

**Employment under a Massachusetts Educator License**

Educators looking to document employment under a Massachusetts educator license may upload/submit a completed Employment/Induction and Mentoring Verification Form. This form should be signed by the employing school’s Superintendent, Assistant Superintendent, Principal or HR director and may be found here: <http://www.doe.mass.edu/licensure/resources/form-verify-sb-employ-induction-mentor.docx>

In the lieu of the form, educators also have the option of uploading/submitting a letter on official school letterhead, signed off by the school superintendent, principal, or HR director. This letter should denote the dates of employment and the specific license the educator was employed under.

**Documentation of other employment experience to be considered**

If an educator is uploading/submitting evidence of employment not in the role of a Massachusetts educator license, it should be documented in a letter on official organization letterhead. This letter should contain the dates of employment, (month/year-month/year) and provide a job title and a brief explanation of the job responsibilities for each position held. This letter should be signed off by the organization president, owner or HR director. If documenting employment that takes place in a school, the letter should be signed off by the Superintendent, Assistant Superintendent, Principal or HR director.

**Achieving a passing score on the Communication and Literacy Skills test OR the Vocational Technical Literacy Skill test**

These test scores are automatically submitted to the ELAR system a few weeks after the exam date. Please note that educators do not need to “retake” a test that they have already passed, however, they should ensure that the test they did take will be applicable towards the license. For example, an educator who has taken the Vocational Technical Literacy Skills test for their Carpentry, 9-14, license will need to take the Communication and Literacy Skills test for the Vocational Principal/Assistant Principal, 9-14, license.

The Licensure Office will confirm that the applicant has passed the appropriate test when they are submitted to the ELAR system. For additional information including how to register for the test, please visit the MTEL’s website: [www.mtel.nesinc.com](http://www.mtel.nesinc.com)

**Completion of an Approved post-baccalaureate program of studies, including a supervised practicum/practicum equivalent**

If an educator has completed a Department-approved post-baccalaureate program, the program will submit an electronic endorsement to the educator’s file in the ELAR system. When reviewing the educator’s application, the Licensure Office will confirm that the endorsement has been submitted.

**Completion of an Administrative Apprenticeship/Internship in the role of the license with a trained mentor (Voc Principal/Assistant Principal OR Voc Superintendent/Assistant Superintendent)**

The Administrative Apprenticeship/Internship is an option for the Principal/Assistant Principal or Superintendent/Assistant Superintendent. This is a field-based experience in the role of the license sought and completed with the assistance of a sponsoring school district. Educators are assigned an appropriate mentor by the district and the 500-hour internship is completed over the course of an academic year. The internship should address the Professional Standards for Administrators set forth in 603 CMR 7.10 and prepare the candidate for a Performance Assessment for Initial licensure.

For more information on the Apprenticeship/Internship, please refer to the *Guidelines for the Administrative Apprenticeship/Internship*, found here: <http://www.doe.mass.edu/licensure/academic-prek12/panel-review-administrator-routes.docx>

Upon completion of the Administrative Apprenticeship/Internship, educators should submit the “Verification/Endorsement Form for Administrator Licensure”, found on pages 16-18 of the Guidelines.

If an educator completes this internship via the MAVA Leadership Academy, they should upload/submit a copy of the Certificate of Completion, clearly denoting the date the program was completed and the license field that the program was for. Please see the next section in this guide for more information on the MAVA leadership academy.

**Completion of a One-Year Supervisory Internship in the role of the license sought (Voc Supervisor/Director OR Voc Cooperative Education Coordinator)**

Educators who are attempting to earn a Vocational Supervisor/Director, 9-14, or a Cooperative Education Coordinator, 9-14, license are expected to complete a 1-year, 300-hour internship in the role of the license, with a trained mentor. This internship is set up in coordination with the educator’s school district, who will assign the educator an appropriate mentor. For more information about this internship, please see Appendix A.

Upon completion of the internship, the educator should upload/submit a completed copy of the form found on page 17. This form should be signed off by either the Principal or Superintendent of the school where the internship took place.

If an educator completes this internship via the MAVA Leadership Academy, they should upload/submit a copy of the Certificate of Completion, clearly denoting the date the program was completed and the license field that the program was for. Please see the next section in this guide for more information on the MAVA leadership academy.

**Completion of the panel review**

If an educator wishes to be considered for a license via the panel review, they should submit a short cover letter requesting this. They should also be sure to submit official college transcripts for all college coursework completed and letters documenting any relevant employment experience. The Licensure Office will review the information to see if the educator qualifies for the panel review. If they do, the Licensure Office will contact the applicant with information about next steps in the process and scheduling the interview.

Please note that the Panel Review is only an option for the Principal/Assistant Principal and Superintendent/Assistant Superintendent license. As well, the panel cannot waive the other requirements for the license, such as completion of the MA-PAL assessments or three years of employment in a vocational technical education setting.

**Completion of a one-year induction program with a trained mentor**

All educators are expected to complete a one-year induction program as a part of their first year of working under the Initial license. To document the induction program, educators may upload/submit a certificate of completion that has been signed off by the school administration OR educators may have their school denote that the program was completed in the letter verifying years of employment under the prerequisite license.

**Demonstration of successful application of the Professional Standards for Administrators set forth in 603 CMR 7.10 through the completion of a performance assessment for the Initial license (MA-PAL)**

At this time, completion of the PAL Assessment is only required for educators applying for their first Principal/Assistant Principal license. The Assessment is comprised of four assessment tasks designed to provide candidates with the opportunity to demonstrate and apply their leadership knowledge. Additional information regarding the PAL Assessment, including how to register to complete the tasks, may be found on the provider website: [www.ma-pal.nesinc.com](http://www.ma-pal.nesinc.com)

Once an educator has completed the PAL Assessment, the provider will submit an electronic endorsement to the educator’s file in the ELAR system. The Licensure Office will confirm receipt of the electronic endorsement when reviewing the application.

**MAVA Leadership Academy**

The Massachusetts Association of Vocational Administrators (MAVA) offers a program known as Leadership Academy for educators looking to earn any of the administrative licenses discussed in this guidebook. The Leadership Academy provides the educator with the structured guidance and support necessary to complete the administrative internship.

If an educator has completed the Leadership Academy program, they should upload/submit the appropriate Certificate of Completion which clearly denotes the educator’s name and license field that the program was completed for.

For more information on the MAVA Leadership Academy, please visit their website: [www.mava.us](http://www.mava.us).

**The Sheltered English Immersion (SEI) Endorsement**

On June 26, 2018, the Board of Elementary and Secondary Education voted to adopt regulations that incorporated the SEI Endorsement into the requirements for the Initial Vocational Principal/Assistant Principal, 9-14, license and the Initial Vocational Supervisor/Director, 9-14, licenses. **However, this new SEI requirement for the Professional license will not go into effect until July 1, 2021.**

Therefore, if a Vocational Educator is able to earn their Initial Administrator license **before July 1, 2021**, earning the SEI Teacher Endorsement will not be a requirement.

If a Vocational Educator will be earning their Initial Administrator license **after July 1, 2021**, possession of the SEI endorsement will be a requirement.

Please note that “earning” means having an application on file and all requirements satisfied by July 1, 2021. An application on file with requirements satisfied after July 1, 2021, or all requirements met but applying after the deadline will require the SEI Endorsement.

Educators applying for a Vocational Administrator license will have the option of earning EITHER the SEI Teacher Endorsement OR the SEI Administrator Endorsement. Additional information about the incorporation of the SEI Endorsement into the Vocational Technical Administrator License requirements, including how to earn the endorsement, may be found in Appendix C.

Educators should note that they must apply for the SEI endorsement before the Licensure Office will be able to issue it. There is no cost to apply for the SEI endorsement in ELAR. A step-by-step guide on how to apply for the SEI endorsement via ELAR may be found here: <http://www.doe.mass.edu/licensure/elar/how-apply-sei-endorsement.docx>

# Licensure Requirements

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| Initial Vocational Superintendent/Assistant Superintendent, 9-14, license *General Pathway (Used for educators earning their first vocational administrator license)* |
| ❒ | Possession of a bachelor’s degree from an accredited university |
| ❒ | Possession of at least an Initial license under 603 CMR 4.00 or 7.00 in another educational role or the Preliminary Superintendent/Assistant Superintendent license under 603 CMR 7.00  |
| ❒ | Completion of at least three full years of employment in a district-wide, school-based, or other educational setting |
| ❒ | Completion of at least three full years of employment in vocational technical education or career and technical education or workforce training acceptable to the Department |
| ❒ | Passing score on the Communication and Literacy Skills Test |
| ❒ | Demonstration of successful application of the Professional Standards for Administrators set forth in 603 CMR 7.10 through completion of a Performance Assessment for the Initial License **and** one of the following: |
| ❒ | An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the superintendent/assistant superintendent role |
| ❒ | An administrative apprenticeship/internship (500 hours) in the superintendent/assistant superintendent role with a trained mentor, using Department guidelines |
| ❒ | A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed **one** of the following: 1. A post-baccalaureate program in management/administration at an accredited college or university **or** 2. Three full years of employment in an executive management/leadership, supervisory, or administrative role |

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| Professional Vocational Superintendent/Assistant Superintendent, 9-14, license *General pathway (for administrators looking to advance their Initial license)* |
| ❒ | Possession of a current Initial Vocational Technical Superintendent/Assistant Superintendent, 9-14, license |
| ❒ | Completion of a one-year induction program with a trained mentor |
| ❒ | Completion of at least three full years of employment under Vocational Technical Superintendent/Assistant Superintendent role  |

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| Superintendent/Assistant Superintendent – Initial/Professional License  *New Field Pathway (for educators earning an additional vocational administrator license)* |
| ❒ | Possession of a Vocational Principal/Assistant Principal, 9-14, license |
| ❒ | Achieving a passing score on the Communication and Literacy Skills test  |
| ❒ | 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 complete a Performance Assessment for Initial License to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial Licensure (*Note that the MA-PAL assessment is currently only being enforced for educators applying for their first Principal/Assistant Principal license*) |
| ❒ | Completion of one of the following: |
| ❒ | Documentation of three years of full-time employment under a valid Vocational Principal/Assistant Principal, 9-14 license |
| ❒ | An internship of 300 hours in the role of the license sought |

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| Superintendent/Assistant Superintendent – Initial/Professional License  *New Field Pathway (for educators who hold an Academic Superintendent/Assistant Superintendent, all levels, license at the Initial stage or higher)* |
| ❒ | Possession of a current Initial or Professional Academic Superintendent/Assistant Superintendent, all levels, license |
| ❒ | Completion of at least three full years of employment in vocational technical education or career and technical education or workforce training acceptable to the Department |

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| Initial Vocational Principal/Assistant Principal, 9-14, license*General Pathway (for educators who are earning their first vocational administrator license)* |
| ❒ | Possession of a bachelor’s degree from an accredited university |
| ❒ | 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 |
| ❒ | Completion of at least three full years of employment in vocational technical education or career and technical education or workforce training acceptable to the Department |
| ❒ | Passing score on the Communication and Literacy Skills test |
| ❒ | Demonstration of successful application of the Professional Standards for Administrators set forth in 603 CMR 7.10 through the completion of a performance assessment for the Initial license (MA-PAL). (Only applies to educators who do not currently hold any Massachusetts Principal/Assistant Principal license.) |
| ❒ | One of the following:  |
| ❒ | An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the principal/assistant principal 9-12 role. |
| ❒ | An administrative apprenticeship/internship (500 hours) in the principal/assistant principal 9-12 role with a trained mentor, using Department guidelines |
| ❒ | A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed **one** of the following:1. A post-baccalaureate program in management/administration at an accredited college or university **or** 2. Three full years of employment in an executive management/leadership, supervisory, or administrative role |
| ❒ | One of the following:  |
| ❒ | Possession of the Sheltered English Immersion (SEI) Teacher Endorsement\* |
| ❒ | Possession of the Sheltered English Immersion (SEI) Administrator Endorsement\* |

\*Please note that Possession of the SEI Endorsement will not be a requirement for the Initial license until July 1, 2021. If an educator applies for and completes all other requirements for the Initial license before this date, they will not be required to earn the SEI endorsement in order to earn the Initial license. For more information on this requirement.

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| Professional Vocational Principal/Assistant Principal, 9-14, license *General pathway (for administrators looking to advance their Initial license)* |
| ❒ | Possession of an Initial Vocational Technical Principal/Assistant Principal, 9-14, license |
| ❒ | Completion of a one-year induction program with a trained mentor |
| ❒ | Completion of at least three full years of employment under a valid Initial Vocational Technical Principal/Assistant Principal license |

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| Vocational Principal/Assistant Principal – Initial/Professional License  *New Field Pathway (for educators earning an additional vocational administrator license)* |
| ❒ | Possession of a Vocational Superintendent/Assistant Superintendent, 9-14, license OR a Vocational Supervisor/Director, 9-14, license |
| ❒ | Achieving a passing score on the Communication and Literacy Skills test  |
| ❒ | 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 complete a Performance Assessment for Initial License to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial Licensure |
| ❒ | Completion of one of the following: |
| ❒ | Documentation of three years of full-time employment under EITHER a valid Vocational Superintendent/Assistant Superintendent, 9-14, license OR a valid Vocational Supervisor/Director, 9-14, license |
| ❒ | An internship of 300 hours in the role of the license sought |

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| Vocational Principal/Assistant Principal – Initial/Professional License  *New Field Pathway (for educators who hold an Academic Principal/Assistant Principal license at the Initial stage or higher)* |
| ❒ | Possession of a current Initial or Professional Academic Principal/Assistant Principal license |
| ❒ | Completion of at least three full years of employment in vocational technical education or career and technical education or workforce training acceptable to the Department |

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| Initial Vocational Supervisor/Director, 9-14, license *General Pathway (for educators earning their first Vocational Administrator license)* |
| ❒ | Bachelor’s degree |
| ❒ | Possession of a valid Professional Vocational Technical Educator license |
| ❒ | Completion of at least three full years of employment in vocational technical education in the role of licensed vocational technical educator |
| ❒ | Completion of a Department-approved one-year supervisory internship in the Vocational Technical Supervisor/Director role with a trained mentor |
| One of the following: |
| ❒ | Passing score on the Communication and Literacy Skills test |
| ❒ | Passing score on the Vocational Technical Literacy Skills Test  |
| ❒ | One of the following:  |
| ❒ | Possession of the Sheltered English Immersion (SEI) Teacher Endorsement\* |
| ❒ | Possession of the Sheltered English Immersion (SEI) Administrator Endorsement\* |

\*Please note that Possession of the SEI Endorsement will not be a requirement for the Initial license until July 1, 2021. If an educator applies for and completes all other requirements for the Initial license before this date, they will not be required to earn the SEI endorsement in order to earn the Initial license. For more information on this requirement.

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| Professional Vocational Supervisor/Director, 9-14, license *General Pathway (for educators advancing an Initial Voc Supervisor/Director, 9-14, license)* |
| ❒ | Possession of a current Initial Vocational Technical Supervisor/Director, 9-14, license |
| ❒ | Completion of a one-year induction program with a trained mentor |
| ❒ | Completion of at least three full years of employment under the Initial Vocational Supervisor/Director, 9-14, license |

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| Vocational Supervisor/Director, 9-14 – Initial/Professional License  *New Field Pathway (for educators earning an additional vocational administrator license)* |
| ❒ | Possession of a Vocational Superintendent/Assistant Superintendent, 9-14, license OR a Vocational Principal/Assistant Principal, 9-14, license |
| ❒ | Possession of a Vocational Technical Educator license at the Professional stage |
| ❒ | Completion of one of the following: |
| ❒ | Achieving a passing score on the Communications and Literacy skills Test |
| ❒ | Achieving a passing score on the Vocational Technical Literacy Skills Test |
| ❒ | Completion of one of the following: |
| ❒ | Documentation of three years of full-time employment under EITHER a valid Vocational Superintendent/Assistant Superintendent, 9-14, license OR a valid Vocational Principal/Assistant Principal, 9-14, license |
| ❒ | An internship of 300 hours in the role of the license sought |

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| Initial Vocational Cooperative Education Coordinator, 9-14, license*General Pathway* |
| ❒ | Possession of a High School Diploma/GED equivalent |
| ❒ | Completion of a one-year supervisory internship in the Vocational Technical Cooperative Education Coordinator role with a trained mentor |
| ❒ | One of the following: |
| ❒ | Possession of a current Professional Vocational Technical Teacher OR Professional Vocational Technical Administrator license OR Professional Guidance Counselor license  |
| ❒ | Completion of at least five years, full-time, recent employment experience in business or industry in a role related to workforce education and training acceptable to the Department |
| ❒ | One of the following:  |
| ❒ | Passing score on the Communication and Literacy Skills test |
| ❒ | Passing score on the Vocational Technical Literacy Skills Test  |

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| Cooperative Education Coordinator – Professional Vocational Technical License  *General Pathway (for educators advancing an Initial license)* |
| ❒ | Possession of a current Initial Vocational Cooperative Educator Coordinator, 9-14, license |
| ❒ | Completion of a one-year induction program with a trained mentor |
| ❒ | Completion of at least three full years of employment under the Vocational Technical Cooperative Education Coordinator, 9-14, license |

#

# APPENDIX A

## INTERNSHIP PROGRAMS

**(Required for the Initial Vocational Technical Supervisor/Director and Initial Vocational Technical Cooperative Education Coordinator License)**

The Vocational Technical Education Regulations require that a supervisory internship based on the Professional Standards for Vocational Technical Administrators contained in the Vocational Technical Education Regulations 603 CMR 4.10 **and the** Professional Standards for Administrators contained in the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.10 be completed by those individuals seeking the Initial Vocational Technical Supervisor/Director license.

The Vocational Technical Education Regulations require that a supervisory internship based on the Professional Standards for Vocational Technical Cooperative Education Coordinators contained in the Vocational Technical Education Regulations 603 CMR 4.10 be completed by those individuals seeking the Initial Vocational Technical Cooperative Education Coordinator license.

The internship shall be at least 300 hours and may be accomplished over one or two years. Each person doing an internship shall have a trained mentor who holds an Initial or Professional license (the mentor for the supervisor/director license intern shall hold an Initial or Professional Vocational Technical Administrator license (Vocational Superintendent/Assistant Superintendent, Vocational Principal/Assistant Principal or Vocational Supervisor/Director) and the mentor for the cooperative education coordinator license intern shall hold an Initial or Professional Vocational Technical Cooperative Education license.

Upon completion of the internship, the educator should submit the Internship Completion Form, found on the following page, to the Office of Educator Licensure.

**VOCATIONAL TECHNICAL SUPERVISOR/DIRECTOR, CO-OP EDUCATION COORDINATOR**

**INTERNSHIP COMPLETION FORM**

*Upon completion of the internship, this form should be completed, signed by the supervising administrator from the Internship Site Location and submitted to the Licensure Office*

**Applicant Information:**

|  |
| --- |
| Applicant:  |
| Street Address:  |
| City/Town:  | State:  | Zip: |
| Email Address:  |
| Educator License # or MEPID:  |

**Type of Internship Completed (*Check one*):**

|  |  |
| --- | --- |
| ❒ Voc Supervisor/Director (300 hours) | ❒ Voc Cooperative Education Coordinator (300 hours) |

**Internship Site Information:**

|  |
| --- |
| Internship Site Location: |
| Site Location District: |

**Mentor Information:**

|  |
| --- |
| Mentor Name (print & sign): |
| Mentor Title:  | Mentor License #: |

By signing this form, I am verifying that the applicant for the above-named Vocational Administrator license has successfully completed an internship with the mentor listed above and that the internship was based on the following standards.

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| An internship for **VTE Supervisor/Director** must be based on the Professional Standards for Vocational Technical Administrators contained in the Vocational Technical Education Regulations 603 CMR 4.10 and the Professional Standards for Administrators contained in the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.10. |
| An internship for **Cooperative Education Coordinator** must be based on the Professional Standards for Vocational Technical Cooperative Education Coordinators contained in the Vocational Technical Education Regulations 603 CMR 4.10. |

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| --- | --- |
| Name of Internship Site Principal or Superintendent:  | Title:  |
| Administrator’s Signature: | Date: |
| Applicant’s Signature: | Date: |

# APPENDIX B

## INDUCTION/MENTORING PROGRAMS

The Education Reform Act and the educator licensure regulations 603 CMR 4.00 and 7.00 require school districts to provide systems of support for beginning educators. Induction programs offer this system of support through various components including an orientation, a mentoring relationship, a support team, opportunities for classroom observation and other mentoring activities. These programs help beginning educators refine practice, understand professional roles and responsibilities, and ultimately, positively affect student achievement. Listed below are the Standards for Induction Programs for Administrators. Note the induction programs for cooperative education coordinators should use these standards as well.

Please refer to the Department of Elementary and Secondary Education’s [Induction and Mentoring website](https://www.doe.mass.edu/edeffectiveness/mentor/resources.html) for additional resources.

##### **Standards for Induction Programs for Administrators**

1. Application. All school districts are required to provide an induction program for all administrators in their first year of practice. Guidelines based on the following Standards will be provided by the Department.
2. Standards. All induction programs shall meet the following requirements:
	1. An orientation program for first year administrators and all other administrators new to the district.
	2. Assignment of first-year administrators to a qualified and trained mentor within the first two weeks of working.
	3. Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate administrators.
	4. Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities.
	5. Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision, and evaluation.
3. Additional Requirements. All induction programs shall submit an annual report to the Department that includes information on:
	1. Program activities.
	2. Number and complete list of beginning administrators served.
	3. Number and complete list of trained mentors involved in the program.
	4. Number of site-based visits made by mentors.
	5. Number of hours that mentors and beginning administrators spent with each other.
	6. Hiring and retention rates for first-year administrators.
	7. Participant satisfaction.
	8. Partnerships developed with other districts, professional associations, and institutions of higher education to support the administrator induction program.

# APPENDIX C

## THE SHELTERED ENGLISH IMMERSION ENDORSEMENT

On June 26, 2018, the Massachusetts Board of Elementary and Secondary Education approved regulations that incorporated the Sheltered English Immersion (SEI) Endorsement into the career vocational technical education licensure requirements. In the next few pages, we will discuss how an educator earns the SEI Endorsement as well as how these regulation changes are being implemented.

**Teacher Endorsement vs Administrator Endorsement**

The Licensure Office issues two different SEI Endorsements that educators may have to earn, depending on their circumstances and the license they are applying for: The SEI Teacher Endorsement and the SEI Administrator Endorsement. Training for the SEI Teacher Endorsement is designed to assist educators who will be teaching English Learners while training for the SEI Administrator Endorsement is designed to assist administrators who will be overseeing teachers assigned English Learners.

Educators who are pursuing the SEI Endorsement should ensure that they are earning the correct Endorsement (teacher/administrator) for their long-term goals/circumstances. The coursework to earn the SEI Teacher endorsement is longer and more in-depth than the coursework required to earn the Teacher endorsement. Therefore, those who have earned the Teacher endorsement qualify to be granted the Administrator Endorsement, but those who have earned the Administrator endorsement do not qualify to be granted the Teacher endorsement. An educator who holds the Administrator endorsement, who wishes to earn the Teacher endorsement will need to complete one of the four pathways available to obtain the credential.

## HOW TO EARN THE SEI ENDORSEMENT

There are currently two pathways to earn the SEI Administrator endorsement:

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| --- | --- |
| 1. Completion of a course of study via a Department-approved provider
 | Individuals may enroll in SEI Endorsement courses through an approved provider. These courses are taught by instructors who have been vetted and trained by the Department. A list of all currently approved providers may be found here: <http://www.doe.mass.edu/retell/for-cost.html> |
| 1. Possession of the SEI Teacher Endorsement
 | Educators who have completed the requirements to earn the SEI Teacher Endorsement AND have been issued the SEI Teacher Endorsement, may be awarded the SEI Administrator Endorsement.  |

There are four main pathways for Vocational educators to earn the SEI Teacher endorsement:

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| --- | --- |
| 1. Completion of a course of study via a Department-approved provider
 | Individuals may enroll in SEI Endorsement courses through an approved provider. These courses are taught by instructors who have been vetted and trained by the Department. A list of all currently approved providers may be found here: <http://www.doe.mass.edu/retell/for-cost.html>  |
| 1. Taking and passing the SEI MTEL
 | Educators who take and pass the SEI MTEL are eligible to receive the SEI Endorsement. Information about the test, including registration procedures and preparation materials can be found on the MTEL website, [www.mtel.nesinc.com](http://www.mtel.nesinc.com)  |
| 1. Obtaining an English as a Second Language license either in MA or another state
 | Educators who hold a Provisional, Initial or Professional stage Academic English as a Second Language license OR an English Language Learners license, are eligible to receive the SEI Endorsement. Information about the requirements for these licenses may be found on the Licensure Requirements Tool found on the Licensure Office website: [www.doe.mass.edu/licensure](http://www.doe.mass.edu/licensure)  |
| 1. Attainment of a Bachelor’s degree in a major approved by the Department OR other graduate-level training approved by the Department.
 | This pathway is commonly referred to as the “Transcript Review.” Educators who have previously completed coursework related to ESL may opt to have the coursework reviewed to see if it covers all of the necessary topics. To request a transcript review, an educator must apply for the endorsement and select pathway 2.  |

# Creation of the Vocational SEI Cohort

Educators who were assigned an English Learner and administrators who were overseeing educators assigned an English Learner during the 2017/2018 school year were placed into a cohort of personnel required to earn the SEI Endorsement by July 1, 2021. These individuals were notified of their assignment to the cohort in August 2018 and were given the option of enrolling in a DESE-sponsored RETELL course to earn the SEI Endorsement.

The DESE-sponsored RETELL course was offered during the Spring and Fall of 2019. Any educator who does not take and pass the DESE-sponsored course will need to obtain the endorsement via other means.

Any educator placed in the cohort that does not obtain the SEI Endorsement by July 1, 2021, will see their license move into a “RETELL Restricted” status. A RETELL Restricted license may not be advanced, extended or renewed until the educator earns the SEI Endorsement.

If a vocational educator was placed into the Vocational SEI Cohort and experiences a hardship that prevents them from earning the SEI Endorsement by July 1, 2021, they may apply for a hardship extension. Information on how to apply for such an extension may be found here: <http://www.doe.mass.edu/retell/hardship-exception.docx>

## PROFESSIONAL LICENSE REQUIREMENT IMPLEMENTATION

Starting on July 1, 2021, any educators looking to earn their Initial Vocational Principal/Assistant Principal, 9-14, license OR the Initial Vocational Supervisor/Director, 9-14, license will need to obtain the SEI Endorsement. Therefore:

If you earn your license **prior to July 1, 2021**, obtaining the SEI Teacher Endorsement **WILL NOT** be a licensure requirement.

If you will be earning your license **after July 1, 2021**, obtaining the SEI Teacher Endorsement **WILL** be a licensure requirement.

Vocational Technical Educators who are in the process of obtaining the Initial license should determine when they will be able to complete the requirements to see if they will also be required to earn the SEI Endorsement.

If an educator already holds an Initial Vocational Principal/Assistant Principal, 9-14, license OR a Vocational Supervisor/Director, 9-14, license by July 1, 2021, AND they were NOT placed into the Vocational SEI Cohort, then obtaining the SEI Endorsement will not be a licensure requirement. Possession of the SEI Endorsement will not be a requirement for the Professional license or for Professional license renewal. Educators who fall into this category should note that while possession of the SEI Endorsement would not be a licensure requirement, their school district may still make possession of the SEI Endorsement a condition of employment.

However, it may be possible that such an educator will need to earn the SEI Endorsement for an employment requirement (see next section). As well, such an educator will still be expected to earn Professional Development Points in SEI/ESL/Bilingual in order to be able to renew their Professional license. For more information on how the SEI Endorsement affects Professional License Renewal, please refer to the Chapter 74 Guide for Professional Vocational Technical Educator License Renewal, here: <https://www.doe.mass.edu/licensure/voctech/chapter-74-guide-professional-license-renewal.docx>

## EMPLOYMENT REQUIREMENT

Starting on July 1, 2021, any vocational educator who is assigned an English Learner to their classroom or is overseeing vocational educators who have been assigned an English Learner must either already hold the SEI Teacher Endorsement OR obtain the SEI Techer Endorsement within on calendar year of assignment.

# APPENDIX D

## QUESTIONS AND ANSWERS

*Additional Q’s and A’s will be added.*

* **What is the role of a Supervisor/Director of Vocational Technical Education in a comprehensive high school?** *Please refer to the “Chapter 74 Manual Vocational Technical Education Programs for the answer.” It is available on the Career/Vocational Technical Education website at* [*http://www.doe.mass.edu/ccte/cvte/*](http://www.doe.mass.edu/ccte/cvte/)
* **I’ve heard that, under the 1991 regulations, anyone who holds an AC1 (Superintendent-Director of a Regional Vocational Technical School District) can serve in most administrative or supervisory positions (i.e., AC1, AC2, AC3, AC4, AC5, SC2, SC3, SC4, SC8, SC9). I am a licensed cosmetology teacher, and I also hold an AC1 that is comparable to a Vocational Technical Superintendent/Assistant Superintendent license under the 2003 regulations. Will my AC1 allow me to serve as a Vocational Technical Principal/Assistant Principal?** *Your AC1 is comparable to the Superintendent/Assistant Superintendent license and your AC2 is comparable to the Supervisor/Director license, only. Under the 2003 regulations the Vocational Technical Superintendent/Assistant Superintendent license will apply to the position of Vocational Technical Superintendent/Assistant Superintendent, only. According to the 2003 regulations, a person must acquire the appropriate license for the position he/she will hold. To serve as a Vocational Technical Principal, you will need the Vocational Technical Principal/Assistant Principal license.*
* **When a vocational technical school has more than one person in a position, such as Principal or Assistant Principal, does each have to get Principal/Assistant Principal licensure under Chapter 74 or can one be Chapter 74 licensed and the other Chapter 71?** *The situation where a vocational technical school has a Vocational Principal or Assistant Principal (Chapter 74 licensed as a Principal/Assistant Principal), and another Principal or Assistant Principal (Chapter 71 licensed as a Principal/Assistant Principal) is in compliance with the regulations regarding appropriately licensed personnel.*
* **Are all school districts required to have induction programs with a trained mentor for all new administrators and cooperative education coordinators?** *Yes. The requirements and standards for induction programs are the same for all administrators and cooperative education coordinators.*
* **I am a licensed vocational technical teacher and I wish to obtain the Vocational Supervisor/Director license. How can I do an internship if I am working full-time as a teacher?** *You could do the internship upon the approval of your supervisor in accordance with district rules by arrangement with your supervisor.*
* **I am a licensed vocational technical teacher and I wish to obtain the Vocational Cooperative Education Coordinator license and have as my mentor, a licensed Cooperative Education Coordinators but there are none in my district. What are my options?** *You may seek a mentor from another district. The Massachusetts Association of Cooperative Education and Placement Coordinators is a source of mentors and information on all aspects of cooperative education in vocational technical education programs.*
* **I obtained a Chapter 71 Principal/Assistant Principal (9-12) license prior to the implementation of the Performance Assessment for Leaders (PAL), will I have to complete PAL to obtain a Vocational Technical Principal/Assistant Principal license?** *No, educators that earned a Chapter 71 Principal/Assistant Principal license will not be required to complete PAL in order to obtain a vocational Principal/Assistant Principal license.*
1. \* These documents are available on the Office of Educator Licensure website at [www.doe.mass.edu/licensure](http://www.doe.mass.edu/licensure). [↑](#footnote-ref-1)