



David P. Driscoll
Commissioner of Education

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Commissioner's Update

April 18, 2006

Dear Superintendents, and Leaders of Charter Schools and Collaboratives:

In this Update I have 8 items recently posted at www.doe.mass.edu for your review.

1. Proposed Amendments to 603 CMR 4.00, Vocational Technical Education Regulations
 
2. Notice of Public Comment on Proposed Amendments to 603 CMR 4.00, Vocational Technical Education Regulations

3. MCAS Updates: Sample Mathematics Test Items for Grade 3 and Announcement of Upcoming MCAS Standard-Setting Professional Development Opportunity

4. School Committee Vote on 2006-2007 School Choice Status

5. Waivers to Employ Unlicensed Personnel

6. Summer 2006 Content Institutes for Educators

7. Department of Education Report, "Technology in Massachusetts Schools 2004-2005"

8. University of Massachusetts Medical School Conference, "Breathing Lessons: How to Approach Asthma, Athletes, Allergies and Sleep Disorders in School."


All the best, and

Sincerely,

David P. Driscoll
Commissioner of Education

PROPOSED AMENDMENT TO THE VOCATIONAL TECHNICAL EDUCATION REGULATIONS, 603 CMR 4.00

Released for public comment by the Board of Education: March 28, 2006

Period of public comment through: May 15, 2006

Final action by the Board of Education anticipated: June 27, 2006

603 CMR 4.00 VOCATIONAL TECHNICAL EDUCATION

Section

4.01 Authority and Purpose

4.02 Definitions

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4.05 Program Outcomes

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4.01 Authority and Purpose

- (1) Authority 603 CMR 4.00 is promulgated pursuant to the authority of the Board of Education, under M.G.L. c. 69, s.1B,~~s.1D~~ and c.74, s.2 & 2A, to supervise the operation of public vocational technical education programs in the commonwealth. These regulations govern the operation and approval of secondary and postsecondary vocational technical education programs offered in public school districts. They govern the licensure of vocational technical educators in public school districts.
- (2) Purpose The purpose of 603 CMR 4.00 is to ensure that all vocational technical education programs are of the scope and quality necessary to provide students with the academic, technical and employability knowledge and skills needed to compete in a dynamic, global workplace and in postsecondary education including registered apprenticeship programs.

4.02 Definitions

Certificate of Occupational Proficiency (COP): The Certificate issued pursuant to M.G.L.c.69 s.1D (iii).

National Occupational Program Approval Standards: Those standards established by an organization that is nationally recognized by a specific industry or industry cluster, and that is involved in the accreditation, approval and/or certification of vocational technical education programs.

Related Instruction: Instruction that introduces, explains and amplifies the conceptual and theoretical foundations of the knowledge and skills in the Vocational Technical Education Frameworks and the Massachusetts Curriculum Frameworks. ~~That body of integrated academic and technical conceptual and theoretical knowledge purposely organized, sequentially presented and linked to the program in which the students are enrolled. Related instruction introduces, explains and amplifies the concepts, history, theory, business practices, ethics and legal foundations of the technical knowledge and skills to be acquired by~~

~~students in a vocational technical shop. By its very nature, the instruction must be integrated with the Curriculum Frameworks and include the applicable competencies in the relevant Certificate of Occupational Proficiency (COP).~~

Vocational Technical Education Framework: Framework approved by the Commissioner, consisting of six strands representing all aspects of the industry that students in the vocational technical education program are preparing to enter.

Vocational Technical Education Program: A program approved by the Commissioner Department that which provides instruction based on the Vocational Technical Education Frameworks and the Massachusetts Curriculum Frameworks.in academic and technical subject matter and employability skills necessary for high wage/high demand occupations and further education.

Written and Performance Tests for Prospective Vocational Technical Education Teachers: Tests in the ~~technical~~ subject matter the candidate for a vocational technical teacher license will teach based on the applicable Vocational Technical Education Framework and the Massachusetts Curriculum Frameworks,which include the skills in the applicable Certificate of Occupational Proficiency.

4.03 Program Approval Criteria

Each school district requesting approval of a vocational technical education program shall demonstrate that the program meets the following approval criteria.

- (4) Program of Study and Methods of Instruction
 - (a) The program of study shall:
 1. be based on the applicable Vocational Technical Education Framework and the Massachusetts Curriculum Frameworks;organized by occupational clusters to facilitate the acquisition by students of common cluster skills;
 - 2.be sufficiently broad in scope and content to allow students to become proficient in the skills that will provide them with numerous career and postsecondary education options;
 2. include competency-based applied learning that contributes to a student's academic knowledge and skills, higher order reasoning, and problem solving skills; work attitudes, general employability skills and occupation-specific skills;
 - 4.3. be an organized education program with a sequence of courses designed to educate and prepare students for employment and continuing academic and occupational preparation;
 - 5.4. integrate academic and technical instruction through the efforts of vocational technical and academic teachers who share responsibility for the development of the knowledge and academic and technical skills of their students;
 - 6.include the necessary skills to allow students to meet the standards set by the Board for the award of a Certificate of Occupational Proficiency (COP);
 5. be articulated, where appropriate, with postsecondary education programs includingand registered apprenticeship programs;
 - 8.6. include program specific work-based experience wherever appropriate and feasible;
 - 9.incorporate the learning standards in the Massachusetts Curriculum Frameworks;
 - 10.7. meet National Occupational Program Approval Standards as set forth in "Guidelines for Vocational Technical Education Programs and Educator Licensure;"
 - 11.8. meet state board/agency approvals, accreditation association approvals as set forth in the "Guidelines for Vocational Technical Education Programs and Educator Licensure;"
 - 12.include instruction in all aspects of the industry students are preparing to enter;
 - 13.9. include related instruction that shall be primarily taught by licensed vocational technical teachers in the specific program area. Academic teachers may assist in

the delivery of related instruction components when their particular expertise will enhance the instruction;

~~14.10.~~ be free of bias and stereotyping;

~~15.11.~~ include a comprehensive safety and health plan, which includes safety training for all students and staff;

~~16.12.~~ be taught by appropriately licensed teachers; and

13. be scheduled so that vocational technical shop instruction, if scheduled as a full school day, does not exceed ten consecutive full school days. Shop instruction scheduled for ten consecutive full school days or less must be scheduled for at least the same number of full school days of academic instruction before beginning another schedule of shop instruction. This provision is effective September 1, 2005.

(7) Employment of Students (Cooperative Education)

(a) Vocational Technical Cooperative Education Programs must be approved by the Department prior to implementation.

(b) Each approved program shall:

1. be supervised by a person holding a Vocational Technical Cooperative Education Coordinator license or Vocational Technical Teacher license in the cooperative education program area;

2. enroll only those students who are enrolled in an approved vocational technical education program and who have demonstrated ~~these acquisition of the knowledge and skills in the applicable Vocational Technical Education Framework and the Massachusetts Curriculum Frameworks—academic, technical and employability competencies~~ associated with at least one and one half years of full time study in the vocational technical cooperative education program area, and in no case enroll students earlier than midway through the junior year;

3. be offered only during time not scheduled for academic classes during the school year, and may include summer programs;

4. provide students the opportunity to ~~acquire knowledge, and~~ develop ~~skillsacademic, technical and employability competencies~~ not acquirable in a school-based setting but acquirable in a work-based setting;

5. provide competency-based assessments;

6. provide students with continuous supervision by the employer;

7. provide students with vocational technical credit;

8. provide a written agreement between the school, employer, student and parent/guardian delineating the conditions of the employment including, but not limited to, hours, wages and time-off. The agreement shall include the skills to be acquired by the student. The employer shall agree to meet all applicable requirements of state and federal labor laws and regulations including, but not limited to, those addressing worker compensation insurance, equal employment opportunity and occupational safety and health;

9. provide a safety and health orientation specific to the site for all employee-students; and

10. provide sufficient supervisory visit time between the student, employer and the school's cooperative education coordinator or appropriate vocational technical teacher. Supervision shall be coordinated to allow for the joint participation by all parties including the vocational technical teacher. The school's cooperative education coordinator or vocational technical teacher shall conduct regular supervisory activities at the work site to ensure that the agreement is being followed and to update the student's competency attainment file.

4.05 Program Outcomes

(1) The school district shall report program outcomes to the Department. Failure to meet program outcome standards may result in program approval being revoked pursuant to 603 CMR 4.04. (3). Specific minimum outcome standards as percentages for each outcome will be set by the Board every three years. The required outcomes are:

Outcome II - Upon the development of the Certificate of Occupational Proficiency ~~(COP)~~ Assessment System, the percentage of vocational technical education students who receive a Certificate of Occupational Proficiency.

4.06 Unpaid Off-Campus Construction and Maintenance Projects

- (1) These requirements apply to off-campus construction and/or maintenance projects in which students acquire academic and vocational technical skills on an unpaid basis.
- (2) A licensed teacher in that approved vocational technical education program area shall provide continuous supervision at the job site.
- (3) School districts shall ensure that the school district has adequate liability coverage and that participating students have been provided with insurance coverage (either directly or through other acceptable alternatives such as municipal self-insurance) for: medical benefits, loss of life, dismemberment or loss of sight, liability coverage for bodily injury, assumption by the school district of the cost of any deductible.
- (4) Students shall not be required to waive their legal rights as a condition of participation in the project.
- (5) Only those students who are enrolled in an approved vocational technical education program and who have demonstrated the ~~acquisition of the knowledge and skills academic, technical and employability competencies~~ associated with at least one and one half years of full time study in the vocational technical education program project area, and in no case shall students be allowed to participate in such projects without a minimum enrollment of at least one year in the vocational technical program.
- (6) Prior to participation, students shall receive appropriate safety and health training and shall have demonstrated sufficient safety competency attainment as determined by the school district. Projects shall comply with the standards set forth in M.G.L.c.149 and the regulations of the Occupational Safety and Health Administration (OSHA) regarding workplace safety and health.

4.07 Types of Vocational Technical Teacher Licenses, Requirements for Licensure, and Licenses Issued

- (2) Requirements for the Preliminary Vocational Technical Teacher License
 - (b) Education:
 1. Candidates for the following licenses must document an associate's degree or higher degree related to the subject matter and skills they will teach:
 - a. Dental Assisting
 - b. ~~Digital Media Technology~~ Design & Visual Communications
 - c. Drafting
 - d. Electronics
 - e. Hospitality Management
 - f. ~~Computer~~ Programming and Web Software Development
 - g. ~~Network Systems~~, Information Support ~~and Services~~ & Networking
 - h. Medical Assisting
 - i. Medical Laboratory Technology
 - j. Office Technology
 - k. Radio and Television Broadcasting
 - l. Telecommunications – Fiber Optics
 2. Candidates for the following licenses must document a bachelor's degree or higher degree related to the subject matter and skills they will teach:
 - a. Animal Science
 - b. Biotechnology
 - c. ~~Child Care and Development~~ Early Education and Care
 - d. ~~Fiber Optics~~
 - e. Engineering Technology
 - f. Environmental Technology
 - g. Health ~~Sciences~~ Assisting

- h. Horticulture
- i. Marketing
- j. **Natural Resources**
- k. Operating Room Technology
- l. Practical Nursing (LPN)

- (7) Vocational Technical Teacher Licenses Issued. Licenses listed under the following occupational clusters will be issued.

AGRICULTURE AND NATURAL RESOURCES

CLUSTER

AGRICULTURAL MECHANICS
ANIMAL SCIENCE
ENVIRONMENTAL TECHNOLOGY
HORTICULTURE
~~NATURAL RESOURCES~~

ARTS & COMMUNICATION SERVICES CLUSTER

~~COMMERCIAL DESIGN~~
~~DESIGN & VISUAL COMMUNICATIONS~~
~~DIGITAL MEDIA TECHNOLOGY~~
~~FASHION TECHNOLOGY~~
GRAPHIC COMMUNICATIONS
RADIO & TELEVISION BROADCASTING

BUSINESS & CONSUMER ADMINISTRATIVE SERVICES CLUSTER

~~COSMETOLOGY~~
~~FASHION TECHNOLOGY~~
~~MARKETING~~
OFFICE TECHNOLOGY

CONSTRUCTION CLUSTER

~~FACILITIES MANAGEMENT~~
~~BUILDING & PROPERTY MAINTENANCE~~
CABINETMAKING
CARPENTRY
ELECTRICITY
HEATING, AIR CONDITIONING, VENTILATION, REFRIGERATION
MASONRY & TILE SETTING
PAINTING & ~~DESIGN TECHNOLOGIES~~
WALL COVERING
PLUMBING
SHEET METALWORKING
~~WELDING~~

MANUFACTURING SCIENCE, ENGINEERING & TECHNOLOGICAL SERVICES CLUSTER

BIOTECHNOLOGY
~~DRAFTING~~
~~ELECTRONICS~~
ENGINEERING TECHNOLOGY
~~FIBER OPTICS~~
~~MACHINE TOOL TECHNOLOGY~~
~~MAJOR APPLIANCE INSTALLATION/REPAIRING~~
~~METAL FABRICATION & JOINING TECHNOLOGIES~~
STATIONARY ENGINEERING
TELECOMMUNICATIONS – ~~FIBER OPTICS~~
~~WELDING~~

HEALTH SERVICES CLUSTER

DENTAL ASSISTING
HEALTH ~~ASSISTING~~ SCIENCES
MEDICAL ASSISTING
MEDICAL LABORATORY TECHNOLOGY
OPERATING ROOM TECHNOLOGY
PRACTICAL NURSING (LPN)

HOSPITALITY & TOURISM CLUSTER

BAKING
CULINARY ARTS
HOSPITALITY MANAGEMENT

HUMAN SERVICES EDUCATION CLUSTER

~~EARLY EDUCATION AND CARE~~
~~CHILD CARE & DEVELOPMENT~~

INFORMATION TECHNOLOGY SERVICES CLUSTER

~~COMPUTER PROGRAMMING & WEBSOFTWARE~~
~~DEVELOPMENT~~
~~NETWORK SYSTEMS, INFORMATION SUPPORT & SERVICES & NETWORKING~~

MANUFACTURING CLUSTER

~~DRAFTING~~
~~ELECTRONICS~~
~~MACHINE TECHNOLOGY~~
~~METAL FABRICATION~~

WHOLESALE/RETAIL SALES & SERVICES CLUSTER

~~COSMETOLOGY~~
~~MARKETING~~
~~MAJOR APPLIANCE INSTALLATION/REPAIRING~~

TRANSPORTATION CLUSTER

AUTOMOTIVE COLLISION REPAIR & REFINISHING
AUTOMOTIVE TECHNOLOGY
DIESEL TECHNOLOGY
MARINE ~~SERVICE TECHNOLOGY~~
MECHANICS
~~POWER EQUIPMENT TECHNOLOGY~~
SMALL
~~ENGINE MECHANICS~~

4.10 Professional Standards

(1) Professional Standards for Vocational Technical Teachers

(b) Standards

1. Plans Curriculum and Instruction

- a. Seeks resources from business, industry, colleagues, families and the community to enhance learning. Coordinates with academic teachers to integrate ~~academic and vocational technical~~ subject matter to fulfill the goals of the learning standards in the Massachusetts Curriculum Frameworks and the Vocational Technical Education Frameworks.
- b. Draws on the vocational technical competencies of the applicable Vocational Technical Education Framework and Massachusetts Curriculum Frameworks~~appropriate Certificate of Occupational Proficiency (COP) that includes employability skills, national program standard or state license, the content of relevant curriculum frameworks~~ to plan activities addressing standards that will advance students' level of subject matter knowledge and skills.
- c. Plans and provides instruction combining manipulative skills with the technical knowledge needed to perform job tasks.
- d. Plans student activities to include, but not be limited to, research, documentation, task performance, record keeping and evaluation of job performance.
- e. Plans and uses work-based activities to enhance student learning.
- f. Draws on results of formal and informal assessments as well as knowledge of human development and student learning styles to plan learning activities appropriate for the full range of students within a classroom and laboratory.
- g. Employs appropriate sheltered English or subject matter strategies for English learners.
- h. Plans units of study with clear objectives and relevant measurable outcomes.
- i. Plans the pedagogy appropriate to the specific discipline and to the age, cognitive level and learning styles of the students in the classroom and laboratory.
- j. Develops students' career decision-making and employability skills by creating opportunities for students to gain understanding of workplace cultures and expectations.
- k. Incorporates appropriate technology and media in planning the unit of study.
- l. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms and laboratories.
- m. Develops a sequential curriculum design that promotes the identification of academic subject area skills utilized within the vocational technical discipline.
- n. Plans and provides a sequential scope of technical knowledge instruction in the areas of materials, processes and procedures of the technical discipline.
- e.o.—Develops a curriculum that supports the successful transition of students from secondary to postsecondary education and including registered apprenticeship programs.

(2) Professional Standards for Vocational Technical Administrators

(b) Standards.

1. Leadership

- a. Articulates the role of vocational technical education in the United States.
- b. Articulates the vision and mission of vocational technical education.
- c. Reviews, evaluates, revises and initiates vocational technical education programs on the basis of sound labor market information and input from advisory committees.
- d. Understands how to connect the curriculum to authentic learning experiences.

- e. Leads staff in effective curriculum development activities and helps staff to align curriculum with the Vocational Technical Education Frameworks and the Massachusetts Curriculum Frameworks, state's Certificate of Occupational Proficiency (COP), national program standard or state license and with the Massachusetts Curriculum Frameworks and the Massachusetts Comprehensive Assessment System (MCAS).
- f. Leads staff in the development and implementation of high school to postsecondary education including registered and apprenticeship programs.
- g. Leads staff in the development of integrated academic and vocational technical instruction.
- h. Leads staff in the development and implementation of a comprehensive school improvement plan based upon sound data analysis and the school vision statement.

(2) Professional Standards for Vocational Technical Cooperative Education Coordinators

(b) Standards.

1. Implements curriculum and instruction during the Cooperative Education Program.

- i. Draws on the Vocational Technical Education Frameworks technical competencies of the appropriate Certificate of Occupational Proficiency (COP) that includes employability skills, national program standard or state license, the content of relevant and the Massachusetts Curriculum Frameworks to plan the cooperative program.
- j. Ensures that manipulative skills are combined with the technical knowledge needed to perform job tasks during the cooperative education program.
- k. Ensures that student activities include, but are not be limited to, research, documentation, task performance, record keeping and evaluation of job performance during the cooperative education program.
- l. Draws on results of formal and informal assessments as well as knowledge of human development and student learning styles to ensure that learning activities are appropriate for students during the cooperative education program.
- m. Seeks resources to enhance learning. Cooperates with academic teachers to integrate academic and vocational technical education to the greatest possible extent during the cooperative education program.
- n. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into cooperative education programs.
- o. Develops a cooperative education program that supports the successful transition of students from secondary to postsecondary education including and registered apprenticeship programs.

5. Meets Professional Responsibilities

- f. Assists in the development of partnerships with postsecondary institutions and apprenticeship programs for the development and implementation of high school to postsecondary education including and registered apprenticeship programs.

4.14 Certificate of Occupational Proficiency

(1) Criteria for Candidacy for the Certificate of Occupational Proficiency

In order to qualify as a candidate for the Certificate of Occupational Proficiency in a specific vocational technical education program, a student must possess a portfolio containing at a minimum a competency profile demonstrating the acquisition of the knowledge and skills associated with at least two years of full-time study in the program, as well as a career plan, safety credential and a resume.

(2) Criteria for Receiving the Certificate of Occupational Proficiency

In order to receive the Certificate of Occupational Proficiency, a student must qualify as a candidate for the Certificate of Occupational Proficiency, have acquired a state competency determination for high school graduation, and be in good standing to graduate from the high school in which he/she is enrolled. The student must receive a passing score, as determined by the Commissioner, on the written test and the performance test for the Certificate of Occupational Proficiency.



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District/School Administration › Administration ›

Education Laws and Regulations

Monday, April 03, 2006

Notice of Public Comment for Proposed Amendments to 603 CMR 4.00, Vocational Technical Education Regulations

Pursuant to its authority under M.G.L.c 69, §§ 1B, 1D and 1F and c. 74 § 2, and in accordance with the Administrative Procedure Act, M.G.L. c.30A, § 3, the Massachusetts Board of Education is soliciting public comment on the proposed amendments to the Vocational Technical Education Regulations, 603 CMR 4.00. In addition, the Board of Education is seeking public comment on the draft Vocational Technical Education Frameworks.

The proposed amendments will establish standards for students to earn the Certificate of Occupational Proficiency and will also set rigorous standards for programs of study and methods of instruction, by referencing Vocational Technical Education Frameworks in 43 occupational areas.

Copies of the proposed amendments are available on the Department of Education's web site at www.doe.mass.edu/lawsregs/ or by calling 781-338-3944. Copies of the draft Vocational Technical Education Frameworks are available at <http://www.doe.mass.edu/cte/frameworks.html>. Written comments on the proposed amendments and draft Vocational Technical Education Frameworks may be submitted by mail to David Wheeler, Massachusetts Department of Education, 350 Main St., Malden, MA 02148, by fax to 781-338-3950, or by e-mail to dwheeler@doe.mass.edu. The deadline for submission of public comment is **Monday, May 15, 2006**. The Board is expected to vote on the proposed amendments at its regular monthly meeting scheduled for June 27, 2006.

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Massachusetts Comprehensive Assessment System

MCAS Updates

To: Superintendents, Principals and Directors of Charter Schools, Approved Private Special Education Schools, Institutional Schools, and Educational Collaboratives

From: David P. Driscoll, Commissioner of Education

Date: April 17, 2006

Sample Mathematics Test Items for Grade 3 and Announcement of Upcoming MCAS Standard Setting Professional Development Opportunity

Mathematics Test Items for Grade 3

In response to a number of inquiries, I would like to remind you that sample mathematics items for grade 3 are posted on the Department's Web site at www.doe.mass.edu/mcas/2006/samples/. As is true for all mathematics tests, grade 3 mathematics test items are based on the learning standards in the *Massachusetts Mathematics Curriculum Framework* and the *Supplement to the Massachusetts Mathematics Curriculum Framework*.

MCAS Standard Setting for New Tests Introduced in 2006

I am also providing advance notice of a professional development opportunity that will take place in July. In early May we will invite educators to serve on standard setting panels for the new MCAS tests shown in the table below. Applications will be due in late May, and I encourage interested educators to apply. Panel members will assist the Department of Education in identifying scores that constitute the *Failing/Warning, Needs Improvement, Proficient, and Advanced performance levels*. Participation on standard setting panels will require a three-day commitment. Please watch for application materials in my next Commissioner's update.

Grade	Content Area(s)
3	Reading and Mathematics
5	Language and Literature and Mathematics
6	Language and Literature
7	Mathematics
8	Language and Literature



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School Choice

School Choice Receiving District Status, 2005-2006 and 2006-2007

Updated on May 2 2006

Each year, school committees consider whether their district should be in the school choice program during the upcoming school year. **If they choose not to accept school choice pupils from other districts, they must take a vote and report the result to the Department by the end of June.** They may also choose to accept new pupils but only in certain grades. Results to date are listed below. School choice districts with an asterisk are serving pupils accepted in past years, but did not enroll new pupils this year.

For information about contacting a district, see the Department's directory profiles at <http://profiles.doe.mass.edu/>

[Download the Excel File](#) OR

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EVENTS CALENDAR

May 2006						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

NEWS SEARCH

Keyword:

Dates:

- Past 30 days
- Past 90 days
- Date Range

Start:

End:



Educator Services

Waivers to Employ Unlicensed Personnel

To: Superintendents of Schools, Leaders of Horace Mann Charter Schools, Directors of and Collaboratives and Approved Private Special Education Schools

From: David P. Driscoll, Commissioner of Education

Date: April 18, 2006

As you begin your planning and hiring for the 2006-07 school year I would like to take this opportunity to remind you of the requirement to hire licensed educators. Pursuant to M.G.L. Chapter 71, s. 38G, no person shall be eligible for employment as a teacher, professional support personnel or administrator unless he or she has been granted by the Commissioner an educator license with respect to the type of position for which he or she seeks employment. **We have received an increased number of complaints surrounding the proper hiring procedures being followed; in fact, the Department is undertaking an increased role in investigating these complaints.**

If you are unable after making a good faith effort, to hire a capable candidate who is licensed, you may apply for a waiver from the Commissioner exempting you for one school year from the requirement to employ licensed personnel. To qualify for a waiver you must demonstrate that you made a good faith effort to hire a licensed educator. Documentation of these efforts must be retained by the district, are subject to review by the Department, and should include the following:

1. All actions taken, beyond internal postings, to recruit an appropriately licensed person for the position (for example, letters sent to placement officers/agencies, participation in a job fair and copies of advertisements placed in the media).
2. The name and license number of any appropriately licensed educators who applied for the position, an explanation of why they were not appropriately qualified to perform the duties, and/or the name and license number of any appropriately licensed candidates who declined the position.

Please note that this guidance relates to legal employability as outlined in M.G.L., c. 71, s. 38G and 603 CMR 7.00. This guidance does not pertain to individuals who will not meet the federal "highly qualified" requirements deadline of June 30, 2006. For hiring and employment guidance in relation to those requirements, please refer to: <http://www.doe.mass.edu/news/news.asp?id=2787>.

The process for obtaining a **first waiver** is quite streamlined and is accomplished by the superintendent or her/his designee online through ELAR. Please note that additional requirements must be met to obtain **subsequent waivers**. In order to request a subsequent waiver, the district must document that the educator employed is making significant progress toward meeting the requirements for licensure in the field in which they are employed. The requirements can be found at: <http://www.doe.mass.edu/educators/progress.html>

As a reminder, during the time that such a waiver is in effect, service of an employee of a school district to which the waiver applies shall not be counted as service in acquiring professional teacher status or other rights under M.G.L. Chapter 71, Section 41.



EVENTS CALENDAR

May 2006						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

NEWS SEARCH

Keyword:

Dates:

Past 30 days

Past 90 days

Date Range

Start:

End:



Educator Services

For Immediate Release**Monday, April 10, 2006****Contact: Nate Mackinnon 781-338-3112**

Summer Content Institutes Offered for Educators

MALDEN - This summer more than 32 graduate-level content institutes on topics ranging from mathematics to the arts will be available for educators across the state. The institutes, offered by the Department of Education, will include follow-up sessions in the fall and winter to support implementation of the content into classroom teaching and learning.

Since 1995, 12,000 educators have taken advantage of the summer courses to sharpen their instructional skills and knowledge in the academic subjects included in the state's learning standards.

More than 800 K-12 teachers are expected to participate in this year's programs. All educators are eligible to participate. Priority is given to teachers from high-need districts and for those educators who need to become highly qualified and knowledgeable in the subject area that they teach.

Courses will be offered in mathematics, science, technology/engineering, English language arts, and the arts. All of the content institutes will incorporate the use of MassOne, our statewide portal for communication and collaboration among educators.

"It is critical that educators constantly work to improve their content knowledge and skills in the subject matter they teach," said Education Commissioner David P. Driscoll. "We encourage all educators to take advantage of these opportunities which are at no cost to participants, and to pursue other professional development activities as well."

The Content Institutes will be offered from June through December 31, 2006. In partnership with colleagues from school districts, educational collaboratives, and charter schools, the courses will be taught by educators and specialists from colleges, universities and cultural institutions. Professional development points (PDPs) toward recertification will be awarded, and graduate credits are also available.

Content Institutes for science and technology/engineering will address topics such as chemistry, earth science, engineering, and climate change. Offerings in mathematics will include linear equations, probability and statistics, measurement, fractions, algebra, and properties of geometric figures.

Arts and English language arts courses will include topics such as literature, theories of reading and writing, new technologies in the visual arts, art and architecture, music, and movement.

A brochure is available that lists descriptions and registration information for the 2006 Content Institutes and other summer professional development offerings, including: Advanced Placement Teacher Institutes, Special Education Institutes, the National Endowment for the Arts New England Teacher Institute, and Teaching American History Institutes. [Link to Department of](#)



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Educational Technology

Wednesday, April 19, 2006

Technology in Massachusetts Schools 2004-2005

Dear Educators, Parents, and Other Interested Parties,

I am pleased to share with you this report, *Technology in Massachusetts Schools 2004-2005*  |  which includes findings from the data submitted electronically by school districts in 2005. As this report shows, Massachusetts school districts continue to make progress in providing the conditions that support the effective use of technology.

The Department uses the data submitted by school districts to gauge their progress in implementing their technology plans. Through this process we are able to approve districts' plans, making the districts eligible for funding such as E-rate discounts and technology grants.

We look forward to working with you toward our mutual goal of increasing student achievement through the use of technology. As you read this report, you will learn about a variety of technology resources that the Department offers to help you in your efforts.

I hope that you will find this report helpful in your technology planning.

Sincerely,

David P. Driscoll
Commissioner of Education

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Breathing Lessons: How to approach Asthma, Athletes, Allergies and Sleep Disorders in School

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Date: Thursday, June 15, 2006, 8 a.m. - 2 p.m.

Location: Crowne Plaza Hotel, Worcester MA.

Target Audience: This conference is designed for and will benefit school nurses, coaches, athletic directors, teachers, school physicians and anyone else involved in the care of children in a school or athletic setting.

Credits:

Nurses: This offering meets the requirements for up to 4.5 contact hours, as specified by the Massachusetts Board of Registration in Nursing (244-CMR 5.04). Each nurse should claim only those hours of credit that he/she actually spent in the educational activity.

Others: All other attendees will be eligible for 3.75 continuing medical education hours from the University of Massachusetts Medical School Office of Continuing Education.

Fees:

\$45 ON or BEFORE May 15, 2006/\$55 AFTER May 15, 2006.

Brochure: To obtain a brochure please call 508-856-3041 or [click here](#) to download a copy.

Registration: To register for this program, please click the link above to register online, fax the registration form to 508-856-6838, call 508-856-1671 between 10 a.m. and 4 p.m. on weekdays, or mail the registration form to UMMS Office of Continuing Education, PO Box 8222, Shrewsbury, MA 01545-8222.

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Questions or Comments? Email: continuing.education@umassmed.edu Phone: (508) 856-3041