

**PROPOSED AMENDMENTS TO REGULATIONS FOR EDUCATOR
LICENSURE AND PREPARATION PROGRAM APPROVAL
603 CMR 7.00**

- Presented to the Board of Elementary and Secondary Education for initial review and vote to solicit public comment: **April 24, 2012**
- Period of public comment: **through June 1, 2012**
- Final action by the Board of Elementary and Secondary Education anticipated: **June 26, 2012**

Background:

The Board and Department of Elementary and Secondary Education have made educator effectiveness a priority, to help educate all students for college and career readiness and close achievement gaps. The State proposed a new outputs-based process for program approval of educator preparation programs, including a web-based accountability system, in its Race to the Top proposal as one of several initiatives to support this educator effectiveness priority. Proposed amendments to the regulations on Educator Licensure and Preparation Program Approval, 603 CMR 7.00, are presented below. These proposed amendments are intended to do the following:

1. Build an outputs-driven approval process for educator preparation programs with reporting requirements to support a new accountability system for all educator preparation programs;
2. Revise the requirements for the professional license to allow content-specific pedagogy courses (e.g., how to teach math concepts to students) as well as content courses (e.g., mathematics) to be used for professional licensure;
3. Increase the number of hours of practical experience that educators are expected to have in preparation for licensure;
4. Revise the subject matter knowledge requirements for the English as a Second Language license to reflect current research on teaching English as a Second Language; and
5. Clarify exemptions regarding the requirement to hire licensed personnel.

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

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

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7.01: Purpose and Authority

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- (1) **Purpose.** The provisions of 603 CMR 7.00 are intended to accomplish several major objectives:
 - (a) Strengthen the subject matter knowledge required for each license;
 - (b) Strengthen the subject matter knowledge required for the teaching of reading for all teacher licenses;
 - (c) Clarify and strengthen the professional standards for practice for teachers and administrators;
 - (d) Clarify alternate ways in which prospective teachers and administrators can be prepared for a career in education;
 - (e) Strengthen safeguards for parents and students by requiring strong induction programs and three years of employment before new teachers can obtain a Professional license;
 - (f) Prepare educators to help all students achieve; and
 - (g) Strengthen accountability for providers of preparation programs by linking state approval to the performance of their candidates on state licensing tests, and performance assessments, as well as results of state administered surveys, employment data and evaluation ratings data.
- (2) **Authority.** 603 CMR 7.00 is promulgated by the Board of Elementary and Secondary Education pursuant to M. G. L. c. 71, § 38G.

7.02: Definitions

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

Academic Discipline Appropriate to the Instructional Field of the License: The subject knowledge specified in appropriate provisions of 603 CMR 7.06 for teacher licenses and in 603 CMR 7.07 for specialist teacher licenses.

Administrative Apprenticeship/Internship: A comprehensive field-based learning experience of at least 300 hours in the role and at the level of the license sought, guided by a trained mentor who holds a Professional license in the same role. It shall provide seminars, workshops, and other opportunities for candidates to address the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 and prepare candidates for a Performance Assessment for Initial License. Such experience should be regularly spaced over the course of an academic year and may be completed as a paid or unpaid apprenticeship or as an internship while the candidate is employed as an acting administrator.

Aggregate Pass Rate: The number of educator preparation program completers who passed all the Massachusetts Tests for Educator Licensure they took in a category of tests divided by the number of completers who took one or more of the tests in that category, expressed as a percent.

Alternative Preparation Organization: An organization, other than an institution of higher education, that prepares individuals for educator licensure. The organization could

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be sponsored by a school district, educational collaborative, professional association, or other non-higher education institution.

Alternative within an Institution of Higher Education: A non-degree post-baccalaureate educator preparation program.

Apprenticeship: A paid or unpaid field-based experience of at least one semester in the role and at the level of the license sought, in a classroom with a supervising classroom teacher who holds a Professional license.

Approved Preparation Program: A program approved by the Commissioner to prepare individuals for educator licensure in the Commonwealth of Massachusetts.

Assistive Technology: Assistive technology devices and services as defined under the Individual with Disabilities Education Act, 20 USC §§ 1401(1), 1401(2); 34 CFR §§300.5, 300.6

Augmentative and Alternative Communication: Methods of communication other than oral speech that enhance or replace conventional forms of expressive and receptive communication to facilitate interaction by and with persons with disabilities who are nonverbal or have limited speech, including, but not limited to: specialized gestures and signs; communication aids such as charts, symbol systems, visual supports, and language boards; mouth sticks; and electronic communication devices such as switches, head pointers, eye tracking, dynamic displays, auditory scanning, and voice output devices.

Bachelor's Degree: For an undergraduate student seeking a first teaching license, a Bachelor of Science or Bachelor of Arts degree from an accredited college or university resulting from the completion of an undergraduate program in which the student has satisfactorily met the requirements for a major in one or more academic subjects in the arts or sciences or for a major appropriate to the instructional field of the license sought. For a post-baccalaureate student, a Bachelor of Science or Bachelor of Arts degree resulting from the completion of an undergraduate program in which the student has satisfactorily met its requirements.

Board: The Massachusetts Board of Elementary and Secondary Education.

Cohort: For Title II of the Higher Education Act and state reporting purposes, any group of candidates who complete an educator preparation program from September 1 through August 31st of any year.

Commissioner: The Commissioner of Elementary and Secondary Education or his or her designee.

Communication and Literacy Skills Test: The test of communication and literacy skills included in the Massachusetts Tests for Educator Licensure.

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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, using Department guidelines.

Core Academic Subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Department: The Massachusetts Department of Elementary and Secondary Education.

Educator: Any person employed by a school or school district in a position requiring a license.

Endorse: The action taken by a sponsoring organization when a program completer has completed all of the approved program requirements, regardless of whether or not the individual has taken or passed the Massachusetts Tests for Educator Licensure.

Enrolled: The point at which an individual has met all the sponsoring organization's requirements to be formally admitted into the educator preparation program.

Field: The subject, population, or professional role specified in the title of a license issued by the Department.

Field-Based Experience: Experiences such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, internship, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators. Field-based experiences shall include experiences that cover the full academic year.

Full Academic Year: The time period between the opening of a school at the beginning of the official school year and the closing of the school at the end of the official school year.

Inclusive General Education Classroom Experience: A practicum that takes place in a classroom that serves both students with and without disabilities. The students with disabilities must be receiving some of their Individualized Education Program services in the classroom setting. The teacher candidate must address the individual and group needs of all of the students (with and without disabilities) who are assigned to the classroom and receive supervision from both a special educator and a general educator during the practicum.

Induction Program: A planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings. An induction program should be an integral part of a school district's professional development plan.

Initial License: An educator license issued to a person who has completed a bachelor's degree, passed the Massachusetts Tests for Educator Licensure, completed an educator

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preparation program approved by the Commissioner, and met other eligibility requirements established by the Board. The Initial license is valid for five years of employment and may be renewed at the discretion of the Commissioner for an additional five years. This license is equivalent to a provisional educator certificate with advanced standing as defined in M. G. L. c. 71, § 38G.

Institution of Higher Education: A college or university sponsored degree-granting educator preparation program.

Interim Review: An on-site review conducted by the Department to determine whether an approved preparation program is meeting the standards and benchmarks set forth in 603 CMR 7.03 (2) and (3) and the Guidelines for Program Approval.

Internship: A paid or unpaid, supervised, and mentored field-based experience, outside of an approved program, in the role and at the level of the license sought. Interns must be evaluated through a Performance Assessment for Initial License, using Department guidelines.

Level: The range of grades within which a given license is valid.

License: Any credential issued to an educator under 603 CMR 7.00. The terms "license" and "licensure" as used in 603 CMR 7.00 are equivalent to the terms "certificate" and "certification" as used in M. G. L. c. 71, § 38G.

Massachusetts Tests for Educator Licensure (MTEL): Examinations required of all candidates for Preliminary or Initial license. The MTEL examines communication and literacy skills, and subject matter knowledge appropriate to the license sought.

Mentor: An educator who has at least three full years of experience under an Initial or Professional license and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school/district procedures. In addition, a mentor may assist an experienced educator who is new to a school, subject area, or grade level. A mentor may also assist an educator who is participating in a performance assessment or a district-based program for licensure.

NASDTEC Interstate Agreement: The agreement sponsored by the National Association of State Directors of Teacher Education and Certification (NASDTEC) concerning reciprocal licensing of educational personnel among participating jurisdictions.

Panel Review: The process used by the Department for reviewing and recommending candidates for Initial licensure who have substantial experience and formal education relevant to the license sought but have not met the specific license requirements.

Performance Assessment for Initial License: Assessment of educator performance for Initial licensure using Department guidelines.

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Performance Assessment Program: A Department-sponsored Performance Assessment Program for the Professional license that includes a series of seminars and a performance assessment.

Performance Review Program for Initial Licensure (PRPIL): A performance review that satisfies the requirements for a practicum/practicum equivalent based on eligibility requirements, portfolio review, supervision and mentoring during an internship, and the completion of a Performance Assessment for Initial License.

Practicum/Practicum Equivalent: A field-based experience within an approved program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the sponsoring organization and the supervising practitioner and evaluated in a Performance Assessment for Initial License. See 603 CMR 7.04 (4) for practicum hours. The duration of any equivalent to a practicum shall be no fewer hours than provided for the practicum in 603 CMR 7.04 (4). An equivalent to a practicum may include an apprenticeship, the initial five-month period of service as teacher or administrator of record under a Preliminary license, or others approved by the Department.

Preliminary License: A license issued to a person who holds a bachelor's degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements established by the Board in 603 CMR 7.04 (2) and 7.09 (1). The Preliminary license is valid for five years of employment. This license is equivalent to a provisional educator certificate as defined in M. G. L. c. 71 § 38G.

Pre-practicum: Early field-based experiences with diverse student learners, integrated into courses or seminars that address either the Professional Standards for Teachers as set forth in 603 CMR 7.08 or the Professional Standards for Administrative Leadership as set forth in 603 CMR 7.10. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.

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Professional License: An educator's license issued to a person who has met the requirements for an Initial license in that field and met requirements established by the Board set forth in 603 CMR 7.04 (c), 7.09, or 7.11. The Professional license is valid for five years and renewable for additional five-year terms as set forth in 603 CMR 44.00. This license is equivalent to a standard educator certificate as defined in M. G. L. c. 71, § 38G.

Program Approval: State authorization of an educator preparation program or its sponsoring organization to endorse program completers prepared in Massachusetts for educator licensure in the Commonwealth of Massachusetts. Also, the process through which a program or sponsoring organization may receive state approval.

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Program Completer: An individual who has completed all the requirements of a state-approved preparation program (i.e., instruction/course work and practicum), regardless of

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whether that person has taken and passed state tests or assessments for licensure or has been endorsed for licensure by the program or its sponsoring organization.

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Program of Study: The coursework, seminars, workshops, webinars, field experiences, and other program requirements that are required for the completion of an approved program.

Program Supervisor: The supervisor from the sponsoring organization, under whose immediate supervision the candidate for licensure practices during a practicum.

Regional Credential: A regional license or certificate from another state or jurisdiction, issued under the terms of a contract entered into pursuant to the NASDTEC Interstate Agreement, including but not limited to the Northeast Regional Credential. Such a license shall be comparable to the Initial license and is valid for two years from the date of issue.

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Regionally Licensed Educator: An educator who holds a regional credential and is eligible to teach for two years while completing the requirements for Initial licensure.

Single Assessment Pass Rate: The number of educator preparation program completers who passed a MTEL test divided by the number of all completers who took that test, expressed as a percent.

Sponsoring Organization: Institution of Higher Education or Alternative Preparation organization that provides, or seeks to provide, approved preparation programs.

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Subject Matter Knowledge Requirements: Topics from the content of a discipline or field. These topics do not necessarily coincide with academic courses or imply a specific number of credit hours.

Summary Pass Rate: The number of a sponsoring organization's teacher preparation program completers who passed all the Massachusetts Tests for Educator Licensure they took divided by the number of the sponsoring organization's completers who took one or more tests, expressed as a percent.

Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

Teacher: Any person employed in a school or school district under a license listed in 603 CMR 7.04 (3) (a).

Teacher of Record: One or more teachers who are assigned primary responsibility for a student's learning in a subject or course.

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Temporary License: An educator license issued to a person who holds a valid license or certificate of a type comparable to at least an Initial license in Massachusetts from another state or jurisdiction, and who has been employed under such license for a minimum of three years and has met the requirements set forth in 603 CMR 7.04 (2) (d). It is valid for one year and is nonrenewable. Service under a Temporary license shall be counted as service in acquiring professional teacher status, contingent upon the educator passing the applicable licensure tests.

Temporary Substitute Teacher: An educator who is employed, on a temporary basis, for less than 90 consecutive school days in the same role, to take the place of a regularly employed educator who is absent. Any educator who is employed on a temporary basis for more than 90 consecutive school days in the same role must either be licensed for the role or working under a hardship waiver.

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7.03: Educator Preparation Program Approval

- (1) **Program Approval.** The Department shall issue Guidelines for Program Approval to be used in reviewing programs seeking state approval. The Guidelines for Program Approval will include detailed effectiveness indicators for each program approval standard set forth in 603 CMR 7.03 (2).
 - (a) Candidates may qualify for licensure through successful completion of an approved preparation program leading to the license sought, providing they meet all other requirements. Individuals who complete approved preparation programs may be eligible for licensure reciprocity with other states that are parties to the NASDTEC Interstate Agreement.
 - (b) Sponsoring organizations with approved preparation programs have the authority to review prior course work and work experience of their candidates and waive otherwise required course work, including the first half of the practicum or practicum equivalent, when designing programs of study for them. Granting such waivers is the official responsibility of the sponsoring organization. Records of candidates for whom coursework or other program requirements have been waived must be available during onsite review.
 - (c) A sponsoring organization that has received approval of one or more of its preparation programs shall endorse candidates who complete the approved preparation program.
 - (d) A sponsoring organization seeking approval of its preparation program(s) shall invite the Department to review them. The sponsoring organization shall provide written evidence in accordance with the Guidelines for Program Approval, demonstrating that it satisfies the requirements set forth in 603 CMR 7.03 (1) through (4) for each program for which approval is sought. The Department shall review the written information for each proposed program and verify it through an onsite review at the sponsoring organization. The Department shall use the same standards in reviewing all programs and sponsoring organizations for approval.
 - (e) Program approval will be for a period of seven years, unless the program ceases to meet the requirements set forth in 603 CMR 7.03 (2) through (4) and in accordance with the Guidelines for Program Approval.

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2. Recommend a candidate for licensure, providing such candidate has both completed an approved program and passed all MTEL tests required for the Massachusetts license.¶

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- (f) During the seven-year approval period a sponsoring organization that seeks approval of a new program may ask the Department for an informal review of that program. Sponsoring organizations seeking approval for the first time may also request an informal review. If the review is favorable, individual candidates who complete the program will be deemed to have met the requirements for licensure in Massachusetts, providing they meet all other requirements. Approval of the program will be considered at the time of the next seven-year program review.

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- (2) **Program Approval Standards.** Each sponsoring organization seeking approval of its preparation program(s) shall provide evidence addressing the following Program Approval Standards, in accordance with the Guidelines for Program Approval.
- (a) Continuous Improvement: Conduct an annual evaluation to assess program compliance, effectiveness, and impact using a data driven system to ensure continuous improvement.
- (b) Collaboration and Program Impact: Collaborate with school districts to ensure positive impact in meeting the needs of the districts.
- (c) Capacity: Create, deliver and sustain effective preparation programs.
- (d) Subject Matter Knowledge:
1. Initial License – Subject Matter Knowledge: Ensure that program completers have content mastery based on the subject matter knowledge requirements; 603 CMR 7.06, 7.07, 7.09, and 7.11, at the level of an initially licensed educator.
2. Professional License – Advanced Subject Matter Knowledge: Ensure that program completers have advanced content mastery based on the subject matter knowledge requirements; 603 CMR 7.06 and 7.07, at the level of a professionally licensed educator.
- (e) Professional Standards for Teachers:
1. Initial License – Professional Standards for Teachers: Ensure that program completers have been assessed and mastered the Professional Standards for Teachers at the level of an initially licensed teacher.
2. Professional License – Advanced Professional Standards for Teachers: Ensure that program completers have been assessed and mastered the Professional Standards for Teachers at the level of a professionally licensed teacher.
- (f) Professional Standards for Administrative Leadership: Ensure that program completers have been assessed and mastered the Professional Standards for Administrative Leadership at the level of an initially licensed administrator.
- (g) Educator Effectiveness: Analyze and use: evaluation ratings of program completers, employment data on program completers, results of survey data, and other available data to improve program effectiveness.

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(3) Preparation.

- (a) Initial License. All sponsoring organizations with approved programs leading to the Initial license shall provide preparation that addresses subject matter knowledge requirements for the license. See 603 CMR 7.06, 7.07, 7.09, and 7.11. The following additional requirements apply to baccalaureate teacher preparation programs:

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1. For elementary, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard of hearing, and teacher of the visually impaired licenses: not less than 36 semester hours in upper and lower level arts and sciences coursework addressing the relevant subject knowledge topics for those licenses set forth in 603 CMR 7.06. Some of this coursework might also count toward the required arts or sciences major or general education requirements.
2. For middle school licenses: 36 semester hours in a mathematics/science or English/history program of studies. This does not exclude the possibility of obtaining a single subject license in any of these subjects for grades 5-8.
3. For the general science license: at least 36 semester hours addressing the topics for the general science license.

(b) Professional License. Sponsoring organizations with approved preparation programs leading to the Professional license shall provide preparation that satisfies the requirements in 603 CMR 7.04 (2) (c) 5. a., b. i., or c. i. Coursework and experiences used by candidates to satisfy the requirements for an Initial license may not be used to satisfy the requirements for the Professional license in the same field. The academic disciplines appropriate to the instructional field of the Professional license sought are specified in appropriate provisions of 603 CMR 7.06 for teachers and in 603 CMR 7.07 for specialist teachers.

1. Approved teacher or specialist teacher license programs sponsored by an alternative preparation organization of at least 50 contact hours of content-based seminars beyond the induction year.
2. Approved programs sponsored by accredited higher education institutions.
 - a. For early childhood, elementary, physical education, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard of hearing, teacher of the visually impaired, and other teacher licenses at levels PreK-8: at least half the credits are in any combination of: upper-level undergraduate or graduate courses in arts or sciences or in professional schools, in the subject matter knowledge of the license sought; and pedagogical courses advanced beyond those for the Initial license based on subject matter knowledge of the Professional license sought.
 - b. For specialist teacher licenses and teacher licenses at levels 5-12 and All: at least half the credits are in upper level undergraduate or graduate level courses in arts or sciences or in professional schools and are in subject matter knowledge or pedagogical courses advanced beyond those for the Initial license based on the subject matter knowledge of the Professional license sought.
 - c. For teacher licenses at levels 8-12: at least half the credits are in graduate level courses in arts or sciences or in professional schools, in subject matter knowledge or pedagogical courses advanced beyond those for the Initial license based on the subject matter knowledge of the Professional license sought.

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 c. . Professional Standards for Teachers or Administrators (603 CMR 7.08) or Professional Standards for Administrative Leadership (603 CMR 7.10), including the use of Massachusetts Curriculum Frameworks in instruction.¶
 d. . Application of knowledge in practice.¶
 2. . Pre-practicum.¶
 3. . Practicum or practicum equivalent.¶
 4. . License-specific assessment of candidate performance during the practicum or practicum equivalent, using guidelines developed by the Department.¶
 5. . Appropriate services for advising candidates.¶
 6. . Official transcripts of all candidates enrolled in each program.¶
 7. . Preparation and expertise that is appropriate for the respective roles and responsibilities of all professional educational faculty, faculty in the academic discipline most appropriate to the instructional field, and school district personnel involved in approved programs to prepare educators for licensure.¶
 8. . An annual report to the Department that includes the following information:¶
 a. . Substantial changes in program components previously approved.¶
 b. . Responses to any recommendations for improvement stated in previous program approval reports.¶
 c. . Standards and requirements for program admission, admission to the practicum or practicum equivalent, and exit from each program.¶

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- (4) **Annual Reporting.** All sponsoring organizations shall submit to the Department an annual report that includes the following information for each approved preparation program, in a form prescribed by the Department:
- (a) Substantial changes to a program
 - (b) Candidate data:
 - 1. Number and list of candidates enrolled.
 - 2. Number and list of candidates completing all coursework, except the practicum/practicum equivalent.
 - 3. Number and list of program completers.
 - 4. Demographics:
 - i. Race
 - ii. Ethnicity
 - iii. Gender
 - (c) Faculty and Staff data:
 - 1. Number of full-time equivalent
 - 2. Number of part-time equivalent
 - 3. Demographics:
 - i. Race
 - ii. Ethnicity
 - iii. Gender
 - (d) Annual Goals and Attainment
 - (e) Program with Zero Program Completers:
 - 1. Reasons for zero program completers
 - 2. Plans for increasing enrollment and number of program completers.
 - (f) Types of District Partnerships and Collaborations.
- (5) **Public Reporting.** The Department shall publish an annual report including, but not limited to the following information for each sponsoring organization and approved preparation programs:
- (a) Sponsoring Organization General Information
 - (b) Candidate Data
 - (c) Faculty and Staff Data
 - (d) District Partnerships and Collaborations
 - (e) Annual Goals and Attainment
 - (f) List of Approved Programs and Program of Study
 - (g) Admission Requirements for Approved Programs
 - (h) Manner of Exit from the Approved Program and Persistence Rates
 - (i) MTEL Pass Rates:
 - 1. Single assessment and aggregate pass rates on licensing tests or assessments required by the Board.
 - 2. Summary pass rates on licensing tests or assessments required by the Board at the point of: enrollment, completion all coursework, but the practicum/practicum equivalent, and program completion.
 - (j) State Administered Survey Data from:
 - 1. Candidates enrolled in an approved program.

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2. Candidates who have completed all coursework, but the practicum/practicum equivalent.

3. Program completers

4. District personnel

(k) Aggregate Employment Data of Program Completers

(l) Aggregate Evaluation Ratings of Program Completers

(6) Revoking Approval.

- (a) The Department may conduct an interim review of an approved preparation program on an as-needed basis to corroborate and augment the information provided by an approved preparation program pursuant to 603 CMR 7.03 (4), or during the seven-year cycle review.
- (b) Following the interim review, if the approved preparation program fails to meet the requirements and benchmarks set forth in 7.03 (2) and (3) and the Guidelines for Program Approval, it shall receive a designation of low performing.
- (c) The sponsoring organization shall submit an improvement plan to the Department for any of its programs that receive the designation of low performing. The Department will monitor progress in meeting the goals of the improvement plan. If, after one year under review, a program has not made satisfactory progress, its approval may be revoked. The Commissioner may extend the review for a second year if additional data must be collected, e.g., for small programs with enrollment of less than ten.
- (d) The Commissioner will make the final determination regarding revocation of state approval.

(7) Restoring Approval.

- (a) A sponsoring organization must wait two years after approval of an educator preparation program has been revoked before it can apply to the Department to restore approval. The sponsoring organization shall submit written documentation of how it will address the requirements set forth in 603 CMR 7.03 (2) through (4).
- (b) The Department will review the written documentation to determine whether the organization and its program(s) satisfy all of the requirements set forth in 603 CMR 7.03 (2) through (4). Programs that demonstrate that they satisfy the requirements set forth in 603 CMR 7.03 (2) and (3) will be allowed to recruit students.

(8) Implementation

- (a) Approved Programs leading to the following licenses must address the requirements set forth in 7.06(25)(d)(4) and 7.06(26)(b)12 by December 31, 2011:

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(a) . Any sponsoring organization that fails to meet an 80% pass rate on all required state licensure tests taken by its program completers in any year (summary pass rate) or to demonstrate that it satisfies any other Program Components set forth in 603 CMR 7.03 (2) shall be subject to revocation of approval of all its programs and shall be referred to the Commissioner for review.¶

(b) . The Commissioner shall initiate a review of all the programs offered by a sponsoring organization that has been referred for review and issue a report. Such report shall identify potential areas for improvement of those programs and offer technical assistance where appropriate.¶

(c) . A sponsoring organization that has been referred for review shall have 60 days to submit an improvement plan to the Department. The Department will monitor progress in meeting the goals of the improvement plan for two years. At the end of two years the Commissioner shall make a determination as to whether the organization has made satisfactory progress.¶

1. . Sponsoring organizations whose programs have achieved an 80% pass rate (...)

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Teachers of Students with Moderate and Teachers of Students with Severe Disabilities.

- (b) Approved programs leading to licenses set forth in 603 CMR 7.09, must submit documentation to the Department by April 1, 2013 that they have addressed the requirements set forth in 7.09 and 7.10.
- (c) Approved programs leading to the English as a Second Language license must address the requirements set forth in 603 CMR 7.06 (9) by December 31, 2013.
- (d) Sponsoring organizations and approved programs must meet the reporting requirements set forth in 603 CMR 7.03 (5) by January 1, 2013.
- (e) Sponsoring organizations and educator preparation programs seeking approval after June 30, 2013 must address the requirements set forth in 603 CMR 7.03 and 7.04.

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7.04: Types of Educator Licenses, Requirements for Licensure, Licenses Issued, and Requirements for Field-Based Experience

- (1) Types of Licenses.
 - (a) Preliminary
 - (b) Initial
 - (c) Professional
 - (d) Temporary
- (2) Requirements for Teacher Licensure.
 - (a) Preliminary. This is available only for licenses under 603 CMR 7.04 (3) (a).
 - 1. Possession of a bachelor's degree.
 - 2. Passing score on the Communication and Literacy Skills test.
 - 3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06, where available.
 - 4. Competency Review for candidates seeking the following licenses:
 - a. Teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, and teacher of the visually impaired.
 - b. Fields for which there is no subject matter knowledge test available.
 - 5. Additional requirements for the early childhood, elementary, teacher of students with moderate disabilities, and teacher of the visually impaired licenses:
 - a. Seminars or courses that address teaching these populations:
 - i. Reading
 - ii. English language arts
 - iii. Mathematics
 - b. Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
 - c. Passing score on the Foundations of Reading test.

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6. Additional requirements for the teacher of students with severe disabilities license:
 - a. Seminars or courses that address teaching this population:
 - i. Reading
 - ii. English language arts
 - iii. Mathematics
 - b. Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
 7. Additional requirements for the teacher of the deaf and hard of hearing license:
 - a. Seminars or courses that address teaching this population:
 - i. Reading
 - ii. English language arts
 - iii. Mathematics
 - b. Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
 - c. Passing score on either a test of the teaching of reading to deaf and hard-of-hearing students approved by the Department, when available, or the Foundations of Reading test.
 8. Evidence of sound moral character.
- (b) Initial
1. Possession of a bachelor's degree.
 2. Passing score on the Communication and Literacy Skills test.
 3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07. Where no test has been established, completion of an approved program will satisfy this requirement.
 4. Completion of an approved program for the Initial license sought as set forth in 603 CMR 7.03 (2) (a).
 5. Evidence of sound moral character.
- (c) Professional
1. Possession of an Initial license in the same field as the Professional license sought.
 2. Completion of a one-year induction program with a mentor.
 3. At least three full years of employment under the Initial license.
 4. At least 50 hours of a mentored experience beyond the induction year, which may be fulfilled as part of a program option in 603 CMR 7.04 (2) (c) 5.
 5. Completion of one of the following:
 - a. Approved district-based program for the Professional license sought as set forth in 603 CMR 7.03 (2) (b) 1. a.
 - b. A master's or higher graduate level program in an accredited college or university that is or includes one of the following:
 - i. Approved program for the Professional license sought as set forth in 603 CMR 7.03 (2) (b) 1. b.

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- ii. A master's degree program or other advanced graduate program in the academic discipline appropriate to the license sought in a graduate or professional school other than education.
 - c. For those who have completed any master's or higher degree or other advanced graduate program not described in 603 CMR 7.04 (2) (c) 5. b., in an accredited college or university, one of the following:
 - i. Approved, non-degree, 12-credit program of which no fewer than nine credits are in subject matter knowledge or pedagogy based on the subject matter knowledge of the Professional license sought as set forth in 603 CMR 7.03 (4) (b) 1.
 - ii. 12 credits of graduate level courses in subject matter knowledge or pedagogy based on the subject matter knowledge of the Professional license sought; these may include credits earned prior to application for the license.
 - d. Programs leading to eligibility for master teacher status, such as those sponsored by the National Board for Professional Teaching Standards and others accepted by the Commissioner.
 - e. A Department-sponsored Performance Assessment Program, when available.
- (d) Temporary
1. Possession of a valid educator license or certificate from another state or jurisdiction of a type comparable to at least an Initial license in Massachusetts.
 2. At least three years of employment under such valid license or certificate.
 3. Has not failed any part of the applicable licensure tests required by 603 CMR 7.04 (2) (a) 2 and 3.
 4. Evidence of sound moral character.
- (3) Licenses Issued. The following licenses will be issued and will be valid for employment at the grade levels indicated:
- (a) Teacher Licenses and Levels
- | | |
|---|----------------|
| 1. Biology | 5-8; 8-12 |
| 2. Business | 5-12 |
| 3. Chemistry | 5-8; 8-12 |
| 4. Dance | All |
| 5. Early Childhood: Teacher of Students With and Without Disabilities | PreK-2 |
| 6. Earth Science | 5-8; 8-12 |
| 7. Elementary | 1-6 |
| 8. English | 5-8; 8-12 |
| 9. English as a Second Language (ESL) | PreK-6; 5-12 |
| 10. Foreign Language | PreK-6; 5-12 |
| 11. General Science | 1-6; 5-8 |
| 12. Health/Family and Consumer Sciences | All |
| 13. History | 1-6; 5-8; 8-12 |
| 14. Instructional Technology | All |
| 15. Latin and Classical Humanities | 5-12 |

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| 16. Library | All |
| 17. Mathematics | 1-6; 5-8; 8-12 |
| 18. Middle School: Humanities | 5-8 |
| 19. Middle School: Mathematics/Science | 5-8 |
| 20. Music: Vocal/Instrumental/General | All |
| 21. Physical Education | PreK-8; 5-12 |
| 22. Physics | 5-8; 8-12 |
| 23. Political Science/Political Philosophy | 5-8; 8-12 |
| 24. Speech | All |
| 25. Teacher of Students with Moderate Disabilities | PreK-8; 5-12 |
| 26. Teacher of Students with Severe Disabilities | All |
| 27. Teacher of the Deaf and Hard-of-Hearing | All |
| 28. Teacher of the Visually Impaired | All |
| 29. Technology/Engineering | 5-12 |
| 30. Theater | All |
| 31. Visual Art | PreK-8; 5-12 |
- (b) Specialist Teacher Licenses and Levels
- | | |
|--|--------|
| 1. Academically Advanced | PreK-8 |
| 2. Reading | All |
| 3. Speech, Language, and Hearing Disorders | All |
- (c) Administrator Licenses and Levels
- | | |
|--|--------------------------------------|
| 1. Superintendent/Assistant Superintendent | All |
| 2. School Principal/Assistant School Principal | PreK-6; 5-8; 9-12 |
| 3. Supervisor/Director | Dependent on
Prerequisite License |
| 4. Special Education Administrator | All |
| 5. School Business Administrator | All |
- (d) Professional Support Personnel Licenses and Levels
- | | |
|---|--------------|
| 1. School Guidance Counselor | PreK-8; 5-12 |
| 2. School Nurse | All |
| 3. School Psychologist | All |
| 4. School Social Worker/School Adjustment Counselor | All |
- (4) Requirements for Field-Based Experience for the Initial License. Field-based experiences are an integral component of any program for the preparation of educators. They must begin early in the preparation program (pre-practicum) and be integrated into the courses or seminars that address Professional Standards for Teachers or Professional Standards for Administrative Leadership.

A practicum or practicum equivalent must be supervised jointly by the supervisor from the preparation program in which the candidate is enrolled and the supervising practitioner. The supervising practitioner responsible for the larger portion of the practicum or practicum equivalent and the program supervisor will together evaluate the candidate on the basis of the appropriate standards. Disagreement between the supervising practitioner and the program supervisor will be resolved by the decision of a third person chosen jointly by them.

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All individuals in educator preparation programs shall assume full responsibility of the classroom for a minimum of 100 hours.

All practicum/practicum equivalents shall be completed within a Massachusetts public school, approved private special education school, or a school that requires Massachusetts educator licensure.

Practicum or Practicum Equivalent Requirements are as follows:

- | | |
|--|----------------------|
| (a) Early Childhood: Teacher of Students With and Without Disabilities
(100 hours in PreK-K, 200 hours in 1-2; at least one setting must include children with disabilities) | 300 hours |
| (b) Teacher, Grades 1-6 | 300 hours |
| (c) Teacher, Grades 5-8 | 300 hours |
| (d) Teacher, Grades 8-12 | 300 hours |
| (e) Teacher, Grades PreK-6 or PreK-8 | 300 hours |
| (f) Teacher, Grades 5-12 | 300 hours |
| (g) Teacher, All
(150 hours at each of any two of the following levels:
PreK-6, 5-8, 8-12) | 300 hours |
| (i) Teacher of Students with Moderate Disabilities
(for PreK-8, 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities; for 5-12, 150 hours in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 hours in a separate or substantially separate setting for students with moderate disabilities)* | * |
| (j) Teacher of Students with Severe Disabilities
(at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting) | 300 hours |
| (k) Specialist (unless otherwise indicated) | 150 hours |
| (l) Superintendent/Assistant Superintendent | 500 hours |
| (m) Principal/Assistant Principal | 500 hours |
| (n) Supervisor/Director | 500 hours |
| (o) Special Education Administrator | 500 hours |
| (p) School Business Administrator | 500 hours |
| (q) Professional Support Personnel
(See individual license requirements)** | ** |

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- 200 hours¶

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7.05: Routes to Initial Teacher and Specialist Teacher Licenses

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- (1) Route One is for teacher candidates who receive their preparation in approved undergraduate programs. Route One cannot be used to prepare for a license as a library teacher. Candidates seeking licensure under Route One shall meet the following requirements:
 - (a) Bachelor's degree.
 - (b) Completion of an approved program as set forth in 7.03 (2) (a).
 - (c) Passing score on the Communication and Literacy Skills test.
 - (d) Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07.
- (2) Route Two is for teacher candidates who receive their preparation in approved post-baccalaureate programs, including approved alternative programs. Teacher candidates seeking licensure under Route Two must meet the following requirements:
 - (a) Bachelor's degree.
 - (b) Completion of an approved program as set forth in 7.03 (2) (a).
 - (c) Passing score on the Communication and Literacy Skills test.
 - (d) Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements in 603 CMR 7.06 and 7.07.
- (3) Route Three is for teacher candidates who hold a Preliminary license, serve in a school and are either hired as teachers of record or are serving an apprenticeship in a classroom under the direct supervision of a teacher who holds an appropriate license. Candidates seeking licensure under Route Three shall meet the following requirements:
 - (a) Possession of a Preliminary license in the field and at the level of the license sought. See 603 CMR 7.04 (2) (a).
 - (b) An approved program for the license sought.
- (4) Route Four is the Performance Review Program for Initial Licensure process for teacher candidates who hold a Preliminary license, are hired as teachers of record, and are working in a district that does not have an approved program for the Initial license. Route Four is not available for the following teacher and specialist teacher licenses: early childhood, elementary, library, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, teacher of the visually impaired, academically advanced, reading, and speech/language/hearing disorders. Candidates seeking licensure under Route Four shall meet the following eligibility requirements:
 - (a) Possession of a Preliminary license in the field and at the level of the license sought. See 603 CMR 7.04 (2) (a).
 - (b) At least three full years of employment in the role of the Preliminary license.
 - (c) Documentation of seminars, courses, and experience relevant to the Professional Standards for Teachers in 603 7.08 (2).

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- (d) A recommendation from the principal of each school where the candidate was employed under the Preliminary license or in the role of the license sought.
 - (e) A competency review for those license fields that have no subject matter knowledge test, or for which not all the subject matter knowledge required for the license is measured by the test.
- (5) Route Five is for candidates from outside Massachusetts. Candidates seeking licensure under Route Five shall meet the following requirements:
- (a) Evidence of one of the following:
 - 1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.
 - 2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by an organization accepted by the Commissioner, such as the National Council for Accreditation of Teacher Education (NCATE).
 - 3. Possession of a Regional Credential.
 - 4. Possession of the equivalent of at least an Initial license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner and three years of employment under such license/certificate during the previous seven years.
 - (b) Passing score on the Communication and Literacy Skills test.
 - (c) Passing score on the subject matter knowledge test(s) appropriate to the license sought, where available, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07.

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7.06: Subject Matter Knowledge Requirements for Teachers

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- (9) English Language as a Second Language (Levels: PreK-6; 5-12)
- (a) The following items will be assessed on a subject matter knowledge test:
 - 1. Language and Linguistics
 - a. Language as a system: functions and registers of language.
 - b. The structure and nature of language: Phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions.
 - c. Language variation and change
 - 2. Language acquisition and literacy development
 - a. Theory and research in first and second language acquisition.
 - b. Knowledge of the significant theories and practices for developing reading skills and reading comprehension in English as a first language at different educational levels.

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- c. Relevance of linguistic differences between the first and the second language for reading instruction in English.
 - d. Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy.
 - e. Formal and informal measures for assessing development in reading skills and their use with second language learners.
 - f. Development of listening, speaking, reading, and writing vocabulary.
 - g. Approaches and practices for developing writing skills and the use of writing tools.
 - h. Writing process and formal elements of writing.
 - i. Oral/Aural fluency in English at different proficiency levels.
 - j. Social and academic English and academic language for the content areas.
- 3. Instructional approaches and best practices for teaching ESL
 - a. Foundations of ESL instruction.
 - b. Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on.
 - c. Research-based practices for English language development.
 - d. Program models and teaching strategies for developing and integrating language skills.
 - e. Planning and implementing standards-based ESL and content instruction.
- 4. Socio-cultural and socio-emotional considerations in teaching ESL
 - a. Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.
 - b. The nature and role of culture and its intersection with teaching and learning.
 - c. Cultural, racial, ethnic, and linguistic identity.
 - d. Intercultural communication in the classroom.
 - e. Special populations and situations: long term English language learners, English learners with disabilities, and students with limited or interrupted formal education.
 - f. The role of the community, families, and schools in English language learner education.
- 5. Formal and informal English language assessment procedures and instruments for English language learners: selection, administration, and interpretation; identification of bias and normal variation in

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performance as well as possible differentiation from learning disabilities.

(b) The following shall be included in an approved program but will not be addressed on the subject matter test:

1. Federal and State laws pertaining to the education of English language learners.
2. Theoretical, political, and historical foundations of education for English language learners.
3. Instruction, assessments, resources, research, and advances in the field of ESL.
4. Strategies for school collaboration, family outreach, and community involvement for English language learners.

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7.09: Licenses and Routes for Administrators

For candidates who were prepared outside Massachusetts, see 603 CMR 7.04 (2) (d) and 7.05 (5) (a) and (b). For candidates who hold a Massachusetts administrator license, see 603 CMR 7.14 (3).

(1) Superintendent/Assistant Superintendent (Levels: All)

(a) Preliminary License.

1. Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public/charter school, private school, higher education, or other educational setting accepted by the Department.
2. Passing score on the Communication and Literacy Skills test.

(b) Initial License.

1. Possession of at least an Initial license in another educational role or Preliminary Superintendent/Assistant Superintendent license and completion of three full years of employment in a district-wide, school-based, or other educational setting.
2. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the superintendent/assistant superintendent role.
 - b. An administrative apprenticeship/internship (500 hours) in the superintendent/assistant superintendent role with a trained mentor, using Department guidelines.
 - c. A Panel Review.
3. Passing score on the Communication and Literacy Skills test.

(c) Professional License.

1. Possession of an Initial license as superintendent/assistant superintendent.

Deleted: a. . Theory and research in second language acquisition at different age levels.¶
b. . Linguistics (phonology, morphology, syntax, semantics, and pragmatics) of English as well as of other languages and language variations.¶
c. . Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.¶
d. . Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on.¶
e. . Formal and informal English language assessment procedures and instruments: selection, administration, and interpretation; normal variation in performance as well as possible differentiation from learning disabilities.¶
f. . Strategies for teaching sheltered subject matter and for assessing student learning.¶
g. . Reading theory, research, and practice.¶
i. . Knowledge of the significant theories and practices for developing reading skills and reading comprehension in English as a first language at different educational levels.¶
ii. . Relevance of linguistic differences between the first and the second language for reading instruction in English.¶
iii. . Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy.¶
iv. . Formal and informal measures for assessing development in reading skills and their use with second language learners.¶
h. . Development of a listening, speaking, and reading vocabulary. ¶
i. . Writing theory and practice:¶
i. . Approaches and practices for developing writing skills and the use of writing tools.¶
ii. . Writing process and formal elements of writing.¶
j. . Oral/aural fluency in English at a level of proficiency set by the Board.¶
2.

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Requirements for an optional endorsement in Transitional Bilingual Learning for PreK-6 and 5-12: Passing score on a test, deemed acceptable by the Department, assessing, or including the assessment of, listening, speaking, reading, and writing skills in the relevant foreign language for either the PreK-6 or the 5-12 level. ¶

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2. Completion of a one-year induction program with a trained mentor.
3. At least three full years of employment under the Initial superintendent/assistant superintendent license.

(2) School Principal/Assistant School Principal (Levels: PreK-6; 5-8; 9-12)

(a) Initial License.

1. Prerequisite Experience. Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
2. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the principal/assistant principal role and at the level of the license sought.
 - b. An administrative apprenticeship/internship (500 hours) in the principal/assistant principal role and at the level of the license sought with a trained mentor, using Department guidelines.
 - c. A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed one of the following:
 - i. A post-baccalaureate program in management/administration at an accredited college or university.
 - ii. Three full years of employment in an executive management/leadership, supervisory, or administrative role.
3. Passing score on the Communication and Literacy Skills test.

(b) Professional License.

1. Possession of an Initial license as principal/assistant principal.
2. Completion of a one-year induction program with a trained mentor.
3. At least three full years of employment under the Initial school principal/assistant principal license.

(3) Supervisor/Director (Levels: Dependent on Prerequisite License)

- (a) Validity. A Supervisor/Director license is required for individuals employed for one-half time or more as a director, department head, or curriculum specialist in the field and at the level of the prerequisite license(s).

(b) Initial License.

1. Prerequisite Licenses. Possession of at least a Preliminary license as follows:
 - a. Pupil personnel directors:
 - i. School psychologist,
 - ii. School guidance counselor, or
 - iii. School social worker/school adjustment counselor
 - b. School guidance directors:
 - i. School guidance counselor or
 - ii. School social worker/school adjustment counselor
 - c. Directors, department heads, and curriculum specialists:

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- i. Teacher
 - ii. Specialist Teacher
 - iii. School Nurse
- 2. Prerequisite Experience. Completion of three full years of employment in a leadership, supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
- 3. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the supervisor/director role.
 - b. An administrative apprenticeship/internship (500 hours) in a supervisor/director role for the license sought with a trained mentor, using Department guidelines.
 - c. A Panel Review. Eligibility for a Panel Review is limited to those candidates who have either completed a post-baccalaureate program in management/administration at an accredited institution or have three full years of employment in an executive management/leadership, supervisory, or administrative role.
- 4. Passing score on the Communication and Literacy Skills test.
- 5. Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12):
 - a. A master's degree in the arts or sciences in one of the core academic subjects they will supervise, or
 - b. At least 18 credits of advanced graduate studies in one of the core academic subjects they will supervise.
- (c) Professional License.
 - 1. Possession of an Initial license as supervisor/director.
 - 2. Completion of a one-year induction program with a trained mentor.
 - 3. At least three full years of employment under the Initial supervisor/director license.
- (4) Special Education Administrator (Levels: All)
 - (a) Initial License.
 - 1. Prerequisite Experience.
 - a. Possession of at least an Initial license in special education, or as school guidance counselor, school principal/assistant school principal, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher and completion of three full years of employment in a district-wide, school-based, or other educational setting, or
 - b. Completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the Department.

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2. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 and appropriate knowledge of special education laws, regulations, and issues through completion of a Performance Assessment for Initial License and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the special education administrator role.
 - b. An administrative apprenticeship/internship (500 hours) in the special education administrator role, with a trained mentor, using Department guidelines.
 - c. A Panel Review. Eligibility for a Panel Review is limited to those candidates who have either completed a post-baccalaureate program in management/administration at an accredited college or university or have three full years of employment in an executive management/leadership, supervisory, or administrative role.
 3. Passing score on the Communication and Literacy Skills test.
- (b) Professional License.
1. Possession of an Initial license as special education administrator.
 2. Completion of a one-year induction program with a trained mentor.
 3. At least three full years of employment under the Initial special education administrator license.
- (5) School Business Administrator (Levels: All)
- (a) Initial License.
1. Prerequisite Experience.
 - a. Possession of at least an Initial license in another educational role and completion of three full years of employment in a district-wide, school-based, or other educational setting, or
 - b. Completion of at least three full years of employment in a business management/administrative role in a business, educational, or other setting accepted by the Department.
 2. Subject Matter Knowledge.
 - a. Financial planning and management methods.
 - b. Accounting systems.
 - c. Management of federal and state appropriations for special services (e.g., special education, food, and transportation).
 - d. Municipal and school finance laws and regulations.
 - e. Personnel matters including contract negotiations.
 - f. Purchasing and district level facilities management.
 - g. Insurance.
 - h. Payroll.
 - i. Scheduling.
 3. Demonstration of successful application of appropriate Professional Standards for Administrative Leadership set forth in 603 CMR 7.10, as determined in Department guidelines, and successful application of school business

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administrator subject matter knowledge through completion of a Performance Assessment for Initial License and one of the following:

- a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (~~500~~ hours) in the school business administrator role.
 - b. An administrative apprenticeship/internship (~~500~~ hours) in the school business administrator role with a trained mentor, using Department guidelines.
 - c. A Panel Review. Eligibility for a Panel Review is limited to those candidates who have either completed a post-baccalaureate program in management/administration at an accredited college or university or have three full years of employment in an executive management/leadership, supervisory, or administrative role.
4. Passing score on the Communication and Literacy Skills test.
- (b) Professional License.
1. Possession of an Initial license as school business administrator.
 2. Completion of a one-year induction program with a trained mentor.
 3. At least three full years of employment under the Initial school business administrator license.
- (6) The Commissioner may waive the requirements listed in 603 CMR 7.09 (1) through (5), with the exception of a passing score on the Communication and Literacy Skills test, for candidates with significant leadership/managerial experience who meet the standards through both their experience and their formal education.

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7.14: General Provisions

- (1) Previous Employment. Previous employment in any role covered by the licenses issued under 603 CMR 7.00 does not exempt a candidate from the provisions of 603 CMR 7.00, except for school librarians, teachers of young children with disabilities, school business administrators and school nurses as specified in 603 CMR 7.14 (9).
- (2) Additional Licenses. Licensed educators may earn additional licenses as follows:
 - (a) New Field (available only for licenses under 603 CMR 7.04 (3) (a)):
 1. Teachers holding an Initial or Professional license in one field may earn a license of the same type and at the same level in a new field, except as provided in 603 CMR 7.14 (2) (a) 2. and 3. by:
 - a. Achieving a passing score on the appropriate subject matter knowledge test(s) of the MTEL, or
 - b. Passing a competency review for those licenses for which there is no subject matter test.
 2. Additional requirements for earning a license as an early childhood, English as a second language, or elementary teacher: completion of a practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.

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3. Additional requirements for earning a license as teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, or teacher of the visually impaired are completion of both:
 - a. A competency review, and
 - b. A practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.
- (b) New Level (available only for licenses under 603 CMR 7.04 (3) (a) and (d) 1.):
 1. Teachers holding an Initial or Professional license at one grade level may obtain a license of the same type and in the same field at a new grade level by:
 - a. Achieving a passing score on the appropriate subject matter test(s) at the new level or by passing a competency review for those licenses for which there is no subject matter test.
 - b. Completing one of the following:
 - i. A seminar, institute, or course approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.
 - ii. A practicum/practicum equivalent or internship of 150 hours in the role of the license in an appropriate classroom.
 2. Guidance counselors holding an Initial or Professional license at one grade level may obtain a license of the same type and in the same field at a new grade level by completing one of the following:
 - c. A seminar, institute, or course approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.
 - d. A practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.
- (c) New Field and Level. Teachers holding an Initial or Professional license in one field may earn a license of the same type in a new field and a new grade level by meeting the requirements set forth in 603 CMR 7.14 (2) (a) and (b) 1.

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(8) Revocation of Licenses.

(a) Grounds for License Action.

1. The Commissioner may suspend or limit, either indefinitely or for a fixed period of time, or revoke a license if after investigation any of the following is determined:
 - a. The license was obtained through fraud or misrepresentation of a material fact;
 - b. The holder of the license is unfit to perform the duties for which the license was granted;
 - c. The holder of the license has pleaded guilty, received deferred adjudication, or been convicted in a court of law of a crime involving

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moral turpitude or of any other crime of such nature that in the opinion of the Commissioner the person so convicted discredits the profession, brings the license into disrepute, or lacks good moral character;

- d. The holder has had one or more licenses or certificates revoked, suspended, surrendered, or otherwise limited as part of an administrative proceeding in another jurisdiction or by another licensing body for reasons that are sufficient for limitation of a Massachusetts license, regardless of whether or not the holder obtained a Massachusetts license through the NASDTEC Interstate Agreement.
 - e. There exists other good cause to revoke, suspend, or limit the license including, but not limited to, gross misconduct or negligence in the conduct of the license holder's professional duties and obligations, commitment of an offense against any law of the Commonwealth related to the license holder's professional duties and responsibilities, willful action in violation of Board regulations or Department orders, or dismissal for just cause from a position in a school or child care facility.
2. If any of the grounds in 603 CMR 7.14 (8) (a) 1. are determined, the Commissioner may put limitations on a license that may include:
- a. Restrictions on the ages of students with whom the certificate holder may work;
 - b. Additional supervision requirements;
 - c. Education, counseling, or psychiatric examination requirements;
 - d. Notification to the employer of the circumstances surrounding the Commissioner's decision to put limitations on the license holder.

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(13) Hardship Waivers and Critical Shortage.

- (a) The Commissioner may exempt a district for any one school year from the requirement to employ licensed or certified personnel in accordance with M. G. L. c. 71 § 38G. The Commissioner may deem a district to have a great hardship in securing licensed or certified personnel for the purposes of M. G. L. c. 71 § 38G upon request of a superintendent and demonstration to the Commissioner that the district has made a good-faith effort to hire licensed or certified personnel, and has been unable to find a licensed or certified candidate who is qualified for the position. Persons employed under waivers must demonstrate that they meet minimum requirements as established by the Department and are making continuous progress toward meeting the requirements for licensure or certification in the field in which they are employed. During the time that a waiver is in effect, service of an employee of a school district to whom the waiver applies shall not be counted as service in acquiring professional teacher status or other rights under M. G. L. c. 71, § 41.
- (b) The Commissioner may deem a district to have a critical shortage of licensed or certified teachers for the purposes of M. G. L. c. 32 § 91 (e) upon request of a superintendent and demonstration that the district has made a good-faith effort to

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hire personnel who have not retired under M.G.L. c. 32 and has been unable to find them. A district deemed to have a critical shortage of licensed or certified teachers for the purposes of M. G. L. c. 32 § 91 (e) may employ retired teachers subject to all laws, rules, and regulations governing the employment of teachers. The period of a determination of a critical shortage of licensed or certified teachers shall not exceed one year, but a district may seek to invoke this provision in consecutive years upon a new demonstration of a good-faith effort to hire personnel who have not retired. The Commissioner shall notify the Teachers' Retirement Board of each determination of a critical shortage made for the purposes of M. G. L. c. 32 § 91 (e).

- (c) In each instance when, after a good-faith effort, a district is unable to hire a licensed or certified teacher who has not retired under M.G.L. c. 32, the superintendent of the district has discretion to choose whether to seek a waiver, pursuant to 603 CMR 7.14 (13) (a) or to seek a determination of a critical shortage, pursuant to 603 CMR 7.14 (13) (b).

(14) Implementation.

- (a) All certificates issued by the Board prior to October 1, 2001 will remain valid as issued unless limited, suspended, or revoked for cause.
- (b) Between October 1, 2001 and October 1, 2003 educators with Provisional certificates may qualify for an Initial License either by meeting the requirements for a Provisional certificate with Advanced Standing under 603 CMR 7.00 in effect prior to October 1, 2001 or by meeting the requirements for initial licensure in 603 CMR 7.04 (2) (b). An educator must apply for licensure by October 1, 2003 in order to qualify for licensure under the provisions of 603 CMR 7.00 in effect prior to October 1, 2001.
- (c) Between October 1, 2001 and October 1, 2003 educators with Provisional certificates with Advanced Standing may qualify for a Professional license either by meeting the requirements for a Standard certificate under 603 CMR 7.00 in effect prior to October 1, 2001 or by meeting the requirements for professional licensure in 603 CMR 7.04 (2) (c). An educator must apply for licensure by October 1, 2003 in order to qualify for licensure under the provisions of 603 CMR 7.00 in effect prior to October 1, 2001.
- (d) Individuals who complete an approved preparation program before October 1, 2003 may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to October 1, 2001 if they meet such requirements and apply for licensure by October 1, 2003.
- (e) Individuals who are not enrolled in an approved preparation program may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to October 1, 2001 if they applied for licensure by October 1, 2001 and meet such requirements for licensure by October 1, 2003.
- (f) Except as provided in 603 CMR 7.14 (13) (a), (b), (c), (d), and (e), individuals may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to June 6, 2003 if they apply for licensure by October 1, 2003 and meet such requirements for licensure by October 1, 2003.

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- (g) Between March 7, 2009 and June 30, 2012, candidates for the following preliminary or initial licenses who earn a scaled score of at least 227-239 on the Mathematics portion of the General Curriculum test: Elementary, Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing and Teacher of the Visually Impaired, will be deemed to have passed the Mathematics portion of the General Curriculum test. All candidates who are licensed under this provision must earn a scaled score of 240 or above on the Mathematics portion of the General Curriculum test in order to be eligible for the next stage of licensure or to renew their initial license.
- (h) Individuals who apply and complete all requirements for licensure as a Teacher of Students with Moderate Disabilities prior to August 31, 2012, may qualify for an initial or preliminary license by meeting the requirements under 603 CMR 7.06 (25) in effect prior to July 1, 2011.
- (i) Individuals who apply and complete all requirements for licensure as a Teacher of Students with Severe Disabilities prior to August 31, 2012, may qualify for an initial or preliminary license by meeting the requirements under 603 CMR 7.06 (26) in effect prior to July 1, 2011.
- (j) Individuals who apply and complete all requirements for Administrator licensure as set forth in 603 CMR 7.09 by December 31, 2013, may qualify for a license by meeting requirements under 603 CMR 7.09 and 7.10 in effect prior to January 1, 2012.