

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

- Presented to the Board of Elementary and Secondary Education for initial review and vote to solicit public comment: **February 28, 2012**
- Period of public comment: **through April 20, 2012**
- Final action by the Board of Elementary and Secondary Education anticipated: **June 26, 2012**

**603 CMR 7.00 Educator Licensure and Preparation Program Approval Regulations**

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**7.02: Definitions**

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

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

**Core Academic Teachers:** For purposes of sheltered English immersion instruction, early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of severe disabilities, and teachers of the following academic subjects: English, reading or language arts, mathematics, science, civics and government, economics, history, and geography.

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**Endorsement:** A supplementary credential issued to an educator licensed under 603 CMR 7.00, or a credential issued to an individual otherwise required by law or regulation to obtain such credential, indicating satisfactory knowledge and skills to perform services in the area(s) specified.

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**Sheltered English Immersion (SEI):** Shall have the meaning set forth in G.L. c. 71A, §2.

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### **7.03: Educator Preparation Program Approval:**

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#### **(7) Implementation**

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(f) Approved programs must submit documentation to the Department by June 1, 2013 that they have addressed the requirements set forth in 603 CMR 7.08 (2) (a) 9, 603 CMR 7.08 (2) (b) 2.(g) and (h), 603 CMR 7.08 (2) (c) 1., 603 CMR 7.08 (2) (d) 5, 603 CMR 7.14 (1)(b) and 603 CMR 7.14 (2)(b) for the SEI endorsement, in accordance with the Guidelines for Program Approval issued by the Commissioner, in consultation with the Commissioner of Higher Education.

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

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(2) Requirements for Teacher Licensure.

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(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. For core academic teachers, possession of an SEI Teacher Endorsement.
6. Evidence of sound moral character.

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(5) Endorsements Issued:

- (a) Sheltered English Immersion Teacher
- (b) Sheltered English Immersion Administrator
- (c) Transitional Bilingual Learning

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**7.05: Routes to Initial Teacher and Specialist Teacher Licenses**

(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.
- (e) For core academic teachers, possession of an SEI Teacher Endorsement.

(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.
- (e) For core academic teachers, possession of an SEI Teacher Endorsement.

(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.
- (c) For core academic teachers, possession of an SEI Teacher Endorsement.

(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).
- (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.
- (f) For core academic teachers, possession of an SEI Teacher Endorsement.

(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 Contract or other agreement accepted by the Commissioner.

2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by an organization accepted by the Commissioner, such as the National Council for Accreditation of Teacher Education (NCATE).
  3. Possession of a Regional Credential.
  4. Possession of the equivalent of at least an Initial license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Contract or other agreement accepted by the Commissioner and three years of employment under such license/certificate during the previous seven years.
- (b) Passing score on the Communication and Literacy Skills test.
- (c) Passing score on the subject matter knowledge test(s) appropriate to the license sought, where available, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07.
- (d) For core academic teachers, possession of an SEI Teacher Endorsement.

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## **7.08: Professional Standards for Teachers**

(1) Application. The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a Performance Assessment for Initial License:

- (a) In the practicum or practicum equivalent phase of preparation for the Initial License; or
- (b) As part of the Performance Assessment Program.

The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.

(2) Standards for All Teachers Except Library and Speech, Language, and Hearing Disorders Teachers

(a) Plans Curriculum and Instruction.

1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.

4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b) Delivers Effective Instruction.

1. Communicates high standards and expectations when beginning the lesson:
  - a. Makes learning objectives clear to students.
  - b. Communicates clearly in writing speaking, and through the use of appropriately designed visual and contextual aids.
  - c. Uses engaging ways to begin a new unit of study or lesson.
  - d. Builds on students' prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson:
  - a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
  - b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
  - c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.
  - d. Employs a variety of reading and writing strategies for addressing learning objectives.
  - e. Uses questioning to stimulate thinking and encourages all students to respond.
  - f. Uses instructional technology appropriately.
  - g. Uses effective strategies and techniques for making content accessible to English language learners.
  - h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
3. Communicates high standards and expectations when extending and completing the lesson:
  - a. Assigns homework or practice that furthers student learning and checks it.
  - b. Provides regular and frequent feedback to students on their progress.

- c. Provides many and varied opportunities for students to achieve competence.
- 4. Communicates high standards and expectations when evaluating student learning:
  - a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
  - b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

(c) Manages Classroom Climate and Operation.

- 1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.
- 2. Creates a physical environment appropriate to a range of learning activities.
- 3. Maintains appropriate standards of behavior, mutual respect, and safety.
- 4. Manages classroom routines and procedures without loss of significant instructional time.

(d) Promotes Equity.

- 1. Encourages all students to believe that effort is a key to achievement.
- 2. Works to promote achievement by all students without exception.
- 3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
- 4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.
- 5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

(e) Meets Professional Responsibilities.

- 1. Understands his or her legal and moral responsibilities.
- 2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
- 3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
- 4. Collaborates with colleagues to improve instruction, assessment, and student achievement.

5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

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## **7.09: Licenses and Routes for Administrators**

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### **(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 (300 hours) in the principal/assistant principal role and at the level of the license sought.
  - b. An administrative apprenticeship/internship (300 hours) in the principal/assistant principal role and at the level of the license sought with a trained mentor, using Department guidelines.
  - c. A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed one of the following:
    - i. A post-baccalaureate program in management/administration at an accredited college or university.
    - ii. Three full years of employment in an executive management/leadership, supervisory, or administrative role.
3. Passing score on the Communication and Literacy Skills test.
4. Possession of an SEI Administrator or Teacher Endorsement.

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



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

(b) Initial License.

1. Prerequisite Licenses. Possession of at least a Preliminary license as follows:
  - a. Pupil personnel directors:
    - i. School psychologist,
    - ii. School guidance counselor, or
    - iii. School social worker/school adjustment counselor
  - b. School guidance directors:
    - i. School guidance counselor or
    - ii. School social worker/school adjustment counselor
  - c. Directors, department heads, and curriculum specialists:
    - i. Teacher
    - ii. Specialist Teacher
    - iii. School Nurse
2. Prerequisite Experience. Completion of three full years of employment in a leadership, supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
3. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment and one of the following:
  - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the supervisor/director role.
  - b. An administrative apprenticeship/internship (300 hours) in a supervisor/director role for the license sought with a trained mentor, using Department guidelines.
  - c. A Panel Review. Eligibility for a Panel Review is limited to those candidates who have either completed a post-baccalaureate program in management/administration at an accredited institution or have three full years of employment in an executive management/leadership, supervisory, or administrative role.
4. Passing score on the Communication and Literacy Skills test.
5. For those directors, department heads, and curriculum specialists supervising or evaluating core academic teachers, possession of an SEI Administrator or Teacher Endorsement.
6. Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12):
  - a. A master's degree in the arts or sciences in one of the core academic subjects they will supervise, or
  - b. At least 18 credits of advanced graduate studies in one of the core academic subjects they will supervise.

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## **7.14: Endorsements**

### **(1) SEI Teacher Endorsement**

- (a) Awarded upon a demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.08 (2) (a) 9, 603 CMR 7.08 (2) (b) 2.(g) and (h), 603 CMR 7.08 (2) (c) 1, 603 CMR 7.08 (2) (d) 5, and 603 CMR 7.14(1)(b), through one of the following:
  - 1. Successful completion of a Department-approved course of study specific to providing sheltered English instruction. The Department will issue guidelines to govern approval of this course of study.
  - 2. Passing a Department-approved assessment.
  - 3. A bachelor's degree in a major approved by the Department, or other graduate level training approved by the Department.
  - 4. Possession of an English as a Second Language license or an English Language Learners license.
  
- (b) Subject Matter Knowledge:
  - 1. The basic structure and functions of language.
  - 2. Second language acquisition factors as they affect access to the Massachusetts standards.
  - 3. Social-cultural, affective, political, and other salient factors in second language acquisition.
  - 4. Sheltered English immersion (SEI) principles and typologies:
    - i. General academic and domain-specific discourse practices relevant to the grade level (k-5 or secondary), English proficiency level, and content area (English language arts and history; science and mathematics; other content areas).
  - 5. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
  - 6. Federal and Massachusetts' laws and regulations pertaining to English language learners.
  - 7. Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
  - 8. Theory, research, and practice of reading and writing for English language learners.
    - i. Practices and approaches for developing reading and writing skills and comprehension in English for English language learners who are at different levels of English language proficiency.
  - 9. The role of oral language development in literacy development for English language learners.
  - 10. Formative and summative assessments for English language learners.
  - 11. Literacy and academic language development.

- i. The role of vocabulary development in accessing academic language.

(2) SEI Administrator Endorsement

(a) Awarded upon demonstration of the subject matter and skill requirements set forth in 603 CMR 7.14(2)(b) through one of the following:

1. Successful completion of a Department–approved course of study for administrators specific to sheltered English instruction. The Department will issue guidelines to govern approval of this course of study.

2. Possession of an SEI Teacher Endorsement.

(b) Subject Matter Knowledge:

1. Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
2. Knowledge of how to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.
3. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
4. Demonstrates an understanding of the use of best practices for sheltering content for, and teaching academic language to, English language learners in the classroom.
5. Understanding of the challenges that English language learners face in the mastery of academic language and of the skills to shelter content and scaffold instruction to promote the academic achievement of English language learners.

(3) Transitional Bilingual Learning Endorsement

(a) Awarded to educators who meet the following requirements:

1. Possession of an English as a Second Language license.
2. Passing score on a test acceptable to the Department, that assesses, or includes the assessment of , listening, speaking, and writing skills in the relevant foreign language for either the Pre-K – 6 or the 5 – 12 level.

**7.15: General Provisions**

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**(9) General Provisions for Employment.**

(a) Legal Employment. To be eligible for employment by a school district in any position covered by 603 CMR 7.00, a person must have been granted a license by the Commissioner that is appropriate for the role. A person holding a license may be employed for a maximum of 20% of his/her time in a role and/or at a level for which s/he does not hold a license.

**(b) Sheltered English Immersion.**

1. Notwithstanding 603 CMR 7.15(9)(a), starting on July 1, 2016, no core academic teacher shall be assigned to provide sheltered English instruction to an English language learner unless such teacher either holds an SEI Teacher Endorsement, or will earn an SEI Teacher Endorsement within one year from the date of the assignment.

2. Notwithstanding 603 CMR 7.15(9)(a), starting on July 1, 2016, no principal, assistant principal, or supervisor/director shall supervise or evaluate a core academic teacher who provides sheltered English instruction to an English language learner unless such principal, assistant principal, or supervisor/director either holds an SEI Teacher or SEI Administrator Endorsement, or will earn such endorsement within one year of the commencement of such supervision or evaluation.

3. Notwithstanding 603 CMR 7.04, 603 CMR 7.05, 603 CMR 7.09 and 603 CMR 7.15 (5), any core academic teacher, or any principal, assistant principal, or supervisor/director supervising or evaluating a core academic teacher, who fails to obtain an SEI endorsement within the time period designated for his or her cohort established pursuant to 603 CMR 14.07(2), will not be eligible to advance or renew his or her license until such educator obtains the SEI endorsement. Provided however, in accordance with 603 CMR 14.07(2), upon a showing of hardship, the Department may grant an educator an extension of time beyond the date designated for his or her cohort to earn an SEI endorsement.

(c) District Requirements. Nothing in 603 CMR 7.00 shall be construed to prevent a school district from prescribing additional qualifications beyond those established in 603 CMR 7.00.

(d) Preliminary Licenses. Persons holding Preliminary licenses are permitted to seek employment in teaching positions requiring licensure in school districts that have an approved program of preparation for the Initial license.

(14) Implementation.

(a) 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.

(b) 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.

(c) 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.

(d) Individuals who apply and complete all requirements for Initial licensure prior to July 1, 2014, may qualify for that license by meeting the requirements under 603 CMR 7.00 in effect prior to August 1, 2012.