**Educator Licensure and Preparation Program Approval** **Regulations**

**603 CMR 7.00**

This document shows the proposed amendments to 603 CMR 7.00 by ~~strikethrough~~ (language deleted) and underline (new language). The proposed amendments would create a military spouse license and a provisional license for principals and assistant principals, extend a pilot of alternative testing for licenses, and better align certain licenses with the curriculum frameworks.

The full regulations can be found at: <https://www.doe.mass.edu/lawsregs/603cmr7.html>

**Presented to the Board of Elementary and Secondary Education for initial action: October 25, 2022**

**Period of public comment: through December 23, 2022**

**Final action by the Board of Elementary and Secondary Education anticipated: February 28, 2023**

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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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**Military Spouse:** An individual who is the spouse of a military service member who is: (1) in the armed forces of the United States, a reserve unit of the armed forces of the United States or the National Guard of another state; and (2) serving in the Commonwealth or in a bordering state while living in the Commonwealth.

**Military Spouse License:** An educator license issued to a Military Spouse who has a bachelor’s degree, holds a valid educator license from another state, and has not satisfied the testing requirements for a Massachusetts educator license. The Military Spouse License is valid for three years of employment.

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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. As part of t~~T~~he formal review process, the Department shall review the written evidence ~~information~~ for each proposed program and evidence collected by the Department ~~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.

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

(1) **Types of Licenses**.

(a) Provisional

(b) Initial

(c) Professional

(d) Temporary

(e) Military Spouse

(2) **Requirements for Teacher Licensure**.

(a) **Provisional**. 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:
     1. 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.
     2. 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, teacher of the deaf and hard of hearing (Oral/Aural) and teacher of the visually impaired licenses:
     1. 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.
     2. Passing score on the Foundations of Reading test.
  6. Additional requirements for the teacher of students with severe disabilities, and teacher of the deaf and hard of hearing (American Sign Language/Total Communication) licenses: 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. 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 the Subject Matter Knowledge Guidelines. Where no test has been established, completion of an approved program will satisfy this requirement.
  4. Completion of an approved route for the Initial license sought as set forth in 603 CMR 7.05.
  5. For core academic teachers, possession of an SEI Teacher Endorsement.
  6. 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 and at least 50 hours of a mentored experience beyond the induction year.
  3. At least three full years of employment under the Initial license.
  4. Completion of one of the following:
     1. An approved licensure program for the Professional license sought as set forth in the Guidelines for Program Approval.
     2. A program 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.
     3. For those who have completed any master's or higher degree or other advanced graduate program in an accredited college or university, at least 12 credits of graduate level courses ~~in~~ each of which includes ~~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.
  5. Additional requirement for the teacher of the deaf and hard of hearing license (American Sign Language/Total Communication): Passing score on a test of sign language proficiency approved by the Department.

(d) **Temporary**

* 1. Possession of a bachelor's degree.
  2. Possession of a valid educator license or certificate from another state or jurisdiction.
  3. At least three years of employment under such valid license or certificate.
  4. Has not failed any part of the applicable licensure tests required by 603 CMR 7.04 (2) (a) 2. and 3.
  5. Evidence of sound moral character.

(e) **Military Spouse**

1. Possession of a bachelor's degree.

2. Military Spouse as defined in 603 CMR 7.02

3. Possession of a valid educator license/certificate issued by a state.

5. Testing requirements for the license sought not yet satisfied.

6. Evidence of sound moral character.

(e) **Alternative Assessment Pilot**  
The Department may conduct a pilot of alternative assessments identified or developed to satisfy the requirements of 603 CMR 7.04 (2) (a) (2) and (3), and 603 CMR 7.04 (2) (b) (2) and (3), and 603 CMR 1.06 (4) (a). Any alternative assessment identified or developed for this purpose shall be determined by the Commissioner to be comparable to the MTEL Communication and Literacy Skills test or subject matter knowledge test. The alternative assessment pilot period shall continue through June 30, 2025 ~~2024~~. Any candidate who passes an alternative assessment taken prior to July 1, 2025 ~~during that period~~ will be deemed to have satisfied the requirements of 603 CMR 7.04 (2) (a) (2), or (a) (3), or 603 CMR 7.04 (2) (b) (2) or (b) (3), or 603 CMR 1.06 (4) (a), as applicable. During the period of the alternative assessment pilot, the Commissioner will report to the Board at least annually on any alternative assessments, including the number of candidates taking the alternative assessments, any evaluative information regarding these candidates, patterns of employment, and feedback from school districts and educator preparation programs. Prior to making any recommendations following the conclusion of the pilot, the Commissioner shall conduct or contract for an evaluation of the alternative assessment pilot.

(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

8–12

* 1. Business

5–12

* 1. Chemistry

8–12

* 1. Dance

All

* 1. Digital Literacy/Computer Science

PreK-6; 5–12

* 1. Early Childhood

PreK–2

* 1. Earth and Space Science

8–12

* 1. Elementary

1–6

* 1. English

5–12

* 1. English as a Second Language (ESL)

PreK–6; 5–12

* 1. ~~Foreign Language~~

~~PreK–6; 5–12~~

* 1. General Science

1–6; 5–8

* 1. Health/Family and Consumer Sciences

All

* 1. History/Social Science

1–6; 5–12

* 1. Latin and Classical Humanities

5–12

* 1. Library

All

* 1. Mathematics

1–6; 5–8; 8–12

* 1. Middle School: Humanities

5–8

* 1. Middle School: Mathematics/Science

5–8

* 1. Music: Vocal/Instrumental/General

All

* 1. Physical Education

PreK–8; 5–12

* 1. Physics

8–12

* 1. ~~Social Science~~

~~5–12~~

* 1. Speech

All

* 1. Teacher of Students with Moderate Disabilities

PreK–8; 5–12

* 1. Teacher of Students with Severe Disabilities

All

* 1. Teacher of the Deaf and Hard-of-Hearing

All

* 1. Teacher of the Visually Impaired

All

* 1. Technology/Engineering

5–12

* 1. Theater

All

* 1. Visual Art

PreK–8; 5–12

* 1. World Language

PreK–6; 5–12

(b) **Specialist Teacher Licenses and Levels**

* 1. Instructional Technology Specialist, All
  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–8; 5–12
  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 Counselor, ~~PreK–8; 5–12~~All
  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.

**Pre-Practicum**. 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 Administrators, in accordance with the Pre-Practicum Guidelines.

**Practicum**. 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.

All individuals in educator preparation programs shall assume full responsibility in the licensure role ~~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, Massachusetts Department of Early Education and Care approved preschool, educational collaborative, or a school that requires Massachusetts educator licensure.

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(5) **Endorsements Issued**:

(a) Sheltered English Immersion Teacher

(b) Sheltered English Immersion Administrator

(c) Bilingual Education

(d) Transition Specialist

(e) Autism

(f) Academically Advanced

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7.09: Licenses and Routes for Administrators

For candidates who hold a Massachusetts administrator license, see 603 CMR 7.15 (3). For candidates who were prepared outside Massachusetts see 603 CMR 7.09(6).

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

(a) **Provisional 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 Provisional 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:
     1. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the superintendent/assistant superintendent role.
     2. An administrative apprenticeship/internship (500 hours) in the superintendent/assistant superintendent role with a trained mentor, using Department guidelines.
     3. 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.
  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–8; 5–12)

(a) Provisional 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 one of the following:
     1. 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.
     2. 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. School Principal/Assistant School Principal (Levels: PreK–8; 5–12)
     3. A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed one of the following:
        1. A post-baccalaureate program in management/administration at an accredited college or university.
        2. 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.

(b~~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:
     1. 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.
     2. 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. School Principal/Assistant School Principal (Levels: PreK–8; 5–12)
     3. A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed one of the following:
        1. A post-baccalaureate program in management/administration at an accredited college or university.
        2. 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.

(c~~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 Provisional license as follows:
     1. Pupil personnel directors:
        1. School psychologist,
        2. School counselor, or
        3. School social worker/school adjustment counselor
     2. School counselor directors:
        1. School counselor or
        2. School social worker/school adjustment counselor
     3. Directors, department heads, and curriculum specialists:
        1. Teacher
        2. Specialist Teacher
        3. 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:
     1. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the supervisor/director role.
     2. An administrative apprenticeship/internship (300 hours) in a supervisor/director role for the license sought with a trained mentor, using Department guidelines.
     3. 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): possession of an appropriate prerequisite teaching license at the initial or professional level and three years of teaching experience in the role of the prerequisite license.

(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.
     1. Possession of at least an Initial license in special education, or as school 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
     2. Completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the Department.
  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:
     1. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the special education administrator role.
     2. An administrative apprenticeship/internship (500 hours) in the special education administrator role, with a trained mentor, using Department guidelines.
     3. 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.
     1. 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
     2. 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 as outlined in the Subject Matter Knowledge Guidelines.
  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 administrator subject matter knowledge through completion of ~~a Performance Assessment for Initial License and~~ one of the following:
     1. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the school business administrator role.
     2. An administrative apprenticeship/internship (300 hours) in the school business administrator role with a trained mentor, using Department guidelines.
     3. 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~~a~~) **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) Candidates from outside Massachusetts shall meet the following requirements:

(a) Passing score on the Communication and Literacy Skills test.

(b) For those with less than three~~one~~ years of experience in the role of the administrator license sought, 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.

(c) Completion of the appropriate prerequisite experience and/or license set forth in 7.09 for the license sought.

(d) For Principals/Assistant Principals and Supervisor/Directors supervising or evaluating core academic teachers, possession of an SEI Administrator or SEI Teacher Endorsement.

(e) 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 a national organization accepted by the Commissioner.
  3. 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.

(7) 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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7.11: Professional Support Personnel Licenses

Candidates seeking professional support personnel licenses who have substantial experience and formal education relevant to the license sought but who do not meet all of the specific requirements listed in 603 CMR 7.11 may demonstrate that they meet the requirements, with the exception of a passing score on the Communication and Literacy Skills test, through a Panel Review administered by the Department in accordance with guidelines to be established by the Department. For candidates who were prepared outside Massachusetts, the provisions of 603 CMR 7.0~~4 (2) (d) and 7.0~~5 (a) and (b) ~~(5) (3)~~ apply.

(1) **School Counselor** (Levels: ~~PreK–8; 5–12~~ All)

(a) **Initial License**.

* 1. Master's degree with a major in counseling.
  2. Subject Matter Knowledge as outlined in the Subject Matter Knowledge Guidelines.
  3. A practicum of 450 hours in an educational setting.
  4. Passing score on the Communication and Literacy Skills test.

(b) **Professional License**.

* 1. Possession of an Initial license.
  2. Three years of employment as a school counselor.
  3. Completion of one of the following:
     1. A total of 60 credits of graduate coursework that may include credits earned in a master's degree program for the Initial license in a discipline appropriate to the license sought, including but are not limited to school counseling, mental health counseling, school psychology, or clinical psychology.
     2. Achievement and maintenance of certification or licensure from one of the following:
        1. National Board of Certified Counselors (NBCC).
        2. National Board for School Counseling.

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7.14: Endorsements

Unless otherwise provided in 603 CMR 7.00 or 603 CMR 14.00, 603 CMR 7.00 does not require a person to seek or obtain an endorsement. Endorsements issued by the Department under 603 CMR 7.14 do not constitute educator licenses pursuant to 603 CMR 7.04(1).

(1) **SEI Teacher Endorsement**

(a) SEI Teacher Endorsement is to be awarded upon a demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.08(3)(a) through (e), 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. Attainment of 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.
  5. Possession of an equivalent credential, as approved by the Commissioner, issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.

(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: 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 learners.
  6. Federal and Massachusetts' laws and regulations pertaining to English learners.
  7. Understanding of diversity and background of English 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 learners. Practices and approaches for developing reading and writing skills and comprehension in English for English learners who are at different levels of English language proficiency.
  9. The role of oral language development in literacy development for English learners.
  10. Formative and summative assessments for English learners.
  11. Literacy and academic language development. The role of vocabulary development in accessing academic language.

(2) **SEI Administrator Endorsement**

(a) SEI Administrator Endorsement is to be 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.
  3. Possession of an equivalent credential, as approved by the Commissioner, issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.

(b) Subject Matter Knowledge:

* 1. Understanding of diversity and background of English learner populations, including family systems, neighborhoods, 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 learners.
  4. Demonstrates an understanding of the use of best practices for sheltering content for, and teaching academic language to, English learners in the classroom.
  5. Understanding of the challenges that English 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 learners.

(3) **Bilingual Education Endorsement**

(a) Bilingual Education Endorsement is to be awarded to educators who meet all of the following requirements:

* 1. A passing score on a foreign language test acceptable to the Department in the relevant foreign language.
  2. Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14(3)(b), through one of the following:
     1. Successful completion of a Department-approved course of study for providing bilingual education. The Department shall issue guidelines for approval of this course of study.
     2. A passing score on a test acceptable to the Department.
  3. Completion of 75 hours of field-based experience in a Pre-K through grade 12 dual language education or two-way immersion program, transitional bilingual education program, or other bilingual education setting.

(b) Subject Matter Knowledge:

* 1. Knowledge of the foundations of bilingual education, including dual language education or two-way immersion and transitional bilingual education, as defined in M.G.L. c. 71A, § 2, and the concepts of bilingualism and biculturalism.
  2. Bilingual language acquisition factors as they affect access to the Massachusetts content and language standards.
  3. Social-cultural, social-emotional, political, and other salient factors in bilingual language acquisition.
  4. Implementation of strategies for coordinating non-English partner language instruction and English language development instruction for English learners.
  5. Practices and approaches of teaching reading and writing in two languages, including the importance of oral language development as a foundation for literacy.
  6. Practices and approaches for assessing content knowledge, reading and writing skills and comprehension in English and the non-English partner language for English learners who are at different levels of proficiency in English and the non-English partner language.
  7. Understanding and implementation of culturally relevant teaching materials and practices.

(c) A candidate who fulfills the requirement in 603 CMR 7.14(3)(a)1 and has at least three years of prior employment experience in a dual language education or two-way immersion program, transitional bilingual education program, or other bilingual education setting, and who can demonstrate that he or she meets the subject matter knowledge and skills requirements set forth in 603 CMR 7.14(3)(b), will be exempt from the requirements set forth in 603 CMR 7.14(3)(a)2–3 if he or she applies to the Department and completes all of the requirements for the Bilingual Education Endorsement by June 30, 2020.

(d) A candidate who was prepared outside of Massachusetts shall not be required to complete the requirements set forth in 603 CMR 7.14(3)(a)2–3 if such candidate can provide documentation of one of the following:

* 1. Completion of an educator preparation program that includes the equivalent of the Department-approved course of study specific to providing services to English learners and is either state-approved under the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement or has been accredited by a national organization accepted by the Commissioner.
  2. Possession of an out-of-state license/certificate/endorsement that is comparable to the Bilingual Education Endorsement issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.

(e) Renewal. The Bilingual Education Endorsement shall be valid for five years and may be renewed for successive five-year terms upon successful completion of 15 professional development points (PDPs) in the content area related to 603 CMR 7.14(3)(b). The 15 PDPs may be included in the total number of PDPs necessary for license renewal pursuant to 603 CMR 44.06: *Educator License Renewal*.

…

**Regulatory Authority:**  
M.G.L. c. 69, § 1B; c. 69, §§ 1J and 1K, as amended by St. 2010; c. 12, § 3; c. 71, §§ 38G, as amended by St. 2022, c. 154, § 10; 38G ½; c. 71A, § 10; c. 76, § 19.