

## Massachusetts “Miscellaneous” Licensure Issues

This document outlines a number of streamlining proposals that cover a range of topics covered within the regulations (603 CMR 7.00) including the names of the licenses issued, grade levels offered, fields (subjects) offered, process to add a license, and optional endorsements.

Item for Discussion	Recommendations for Discussion with Working Group
New name for the Preliminary license	<p>Options:</p> <ul style="list-style-type: none"> <li>• Permit</li> <li>• 5-year Permit</li> <li>• Apprentice</li> <li>• Provisional</li> <li>• Practitioner</li> </ul>
Grade Level Proposed Changes	<ul style="list-style-type: none"> <li>• 5-8 &amp; 8-12 content licenses – – move to a 5-12 license – note, such a change might require subject matter knowledge changes and/or MTEL changes</li> <li>• Some all level licenses such as music, theater, speech, health &amp; family consumer science and dance – change from all levels to PreK-8 &amp; 5-12</li> </ul>
Changes to fields	<ul style="list-style-type: none"> <li>• Academically Advanced becomes an endorsement rather than a specialist license</li> <li>• Potential merge of History-Political Science into a History/Social Studies license [or a merge just at the middle school level]</li> <li>• Earth Science &amp; other science licenses – potential merging, adjusting and an update to the SMKs.</li> <li>• Instructional Technology – obviously need an update to SMK, some confusion as to whether this is an IT “coach” type of license or the license to teach computer science. Update and change this to a computer science license and make the instructional technology component an endorsement.</li> </ul>

<p>Adding licenses</p>	<ul style="list-style-type: none"> <li>• Licenses that require an internship, (ESL, Elementary, ECH, Moderate, etc.), allow for the teacher to “drop down” to Preliminary. NOTE – would need to ensure that the internship (or equivalent) is required to move from Prelim to Initial.</li> <li>• Eliminate the 18 credits needed to get your first supervisor/director license in a core area. If eliminating all 18 is not accepted, lower the 18 credits to 12. An inequitable component of this regulation is that the credits are only required for the <b>first</b> core supervisor/director license, therefore, should additional graduate credits be required for each core supervisor/director license?</li> </ul>
<p>Commissioner’s Determination/Reconsideration</p>	<ul style="list-style-type: none"> <li>• Advancing a license no longer issued – might be able to be accomplished through policy.</li> <li>• Out-of-Country – develop regulatory language</li> <li>• Reading – change a year of experience under an initial license to just a year of teaching experience (person would still need the initial license but experience would not need to be under the initial license).</li> </ul>
<p>Endorsements – review survey results of possible optional career path endorsements</p>	<p>Master Teacher</p> <ul style="list-style-type: none"> <li>• Teacher Leader</li> <li>• Data Specialist</li> <li>• Turnaround Specialist</li> <li>• Urban Schools Specialist</li> <li>• Family &amp; Community Engagement Specialist</li> <li>• Curriculum and Instruction Specialist</li> <li>• Technology &amp; Blended Learning Specialist</li> <li>• Distance &amp; Virtual Learning Specialist</li> </ul>

**Working Group Parking Lot Items:**

<u>Parking Lot Item</u>	<u>ESE Response</u>
1) PRPIL – Who supervises PRPIL?	ESE is responsible for managing the vendor that supports the PRPIL option.
2) Revisit Preliminary in context of Initial	This is unclear, will have further discussion at final meeting
3) Alternatives for barriers – such as a panel vs. a program	The PRPIL option is currently the program alternative option.
4) Are MTEs aligned with Common Core?	MTEs are designed to be aligned to the current Subject Matter Knowledge requirements and the MA Curriculum Frameworks. The current SMKs have not been updated based on the Curriculum Frameworks (that are aligned to Common Core). One of the proposals is to pull out SMKs from Regulations and use Guidelines to outline the SMKs. This way we have more flexibility with updates on SMKs based on updates/changes in the Curriculum Frameworks
5) Implementation and interpretation of regulations	ESE has built systems to better support consistent regulations interpretations. These include using a common Ed Prep inbox to field all questions and in the licensure office we monitor calls to our call center for accuracy and professionalism and conduct random spot checks of evaluators’ reviews measuring consistent application of regulations and policy and inclusion of helpful advice. In addition, ESE will continue to build resources on the ESE website that outline expectations based on regulation interpretations.
6) Clarity as to the process of Panel Review/Competency Review.	Both the Panel Review ( <a href="#">administrators</a> & <a href="#">professional support personnel</a> ) process and the <a href="#">competency review</a> process are outlined in Guidelines on the ESE website
7) Reflection as part of learning PDPs (standard 4 in PSTs)	PD providers can offer PD in support of the self-reflection cycle of the educator evaluation system, for which there is a <a href="#">training resource</a> on the ESE website. This type of PDPs could count towards any required pedagogy or elective PDPs that an educator might need to accrue to renew a primary professional license.
8) Vocational Teachers need SEI	Agreed and conversations have occurred internally at ESE and with MAVA and other stakeholders. Please note that core academic teachers at vocational schools do need to obtain the SEI Endorsement if they have an ELL student.

9) Count PDPs toward multiple licenses	Where content and subject matter knowledge overlaps, PDPs can be counted towards multiple licenses, however, the value of the PDP does not increase (for example, a workshop consisting of 10 PDPs that can be counted towards multiple licenses does not increase to 20 PDPs.
10) Teacher Leader Pathways Towards Supervisor/Director	This is unclear, will have further discussion at final meeting
11) Who drives the process for determining who may pursue an Initial extension?	As is typically the case, the applicant/educator should drive the process, however, school districts must ensure that staff in roles requiring a license for legal employment have a valid license, therefore, there are instances in which a school district is likely to remind an educator of their current status and perhaps prompt the pursuit of an extension by the educator.
12) How many children on an IEP are taught by teachers on a waiver or with a preliminary license in 2014-15?	At this time, the Department is not able to provide adequately provide a response to this parking lot item.