

603 CMR 7.00: EDUCATOR LICENSURE AND PREPARATION PROGRAM APPROVAL

Section

- 7.01: Purpose
- 7.02: Definitions
- 7.03: Educator Preparation Program Approval
- 7.04: Types of Educator Licenses, Requirements for Licensure, Licenses Issued, and Requirements for Field-based Experience
- 7.05: Routes to an Initial Teacher and Specialist Teacher Licenses
- 7.06: Subject Matter Knowledge Requirements
- 7.07: Specialist Teacher Licenses
- 7.08: Professional Standards for Teachers
- 7.09: Licenses and Routes for Administrators
- 7.10: Professional Standards for Administrative Leadership
- 7.11: Professional Support Personnel Licenses
- 7.12: Standards for Induction Programs for Teachers
- 7.13: Standards for Induction Programs for Administrators
- 7.14: Endorsements
- 7.15: General Provisions

7.01: 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.

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 Administrators 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.

7.02: continued

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

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.

Bilingual Education: An educational program that involves teaching academic content in two languages, English and another language. Program types determine the varying amounts of each language used in instruction. Bilingual education programs include dual language education or two-way immersion and transitional bilingual education programs, as defined in M.G.L. c. 71A, § 2, and any other bilingual program types that may be approved by the Department.

Board: The Massachusetts Board of Elementary and Secondary Education.

Career Vocational Technical Teacher: For purposes of Sheltered English Immersion, a teacher of a career vocational technical subject in a career vocational technical education program at the secondary level.

Career Vocational Technical Education Program: For purposes of Sheltered English Immersion, a career vocational technical education program shall include programs approved under M.G.L. c. 74; programs that meet the definition of career and technical education listed in the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 20 U.S.C. § 2302(5); and any other programs that may be designated by the Commissioner.

Career Vocational Technical Subjects: For purposes of Sheltered English Immersion, such subjects shall include automotive technology, carpentry, culinary arts, engineering, exploratory, masonry, information technology, and any other subjects listed by the Department in guidance.

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 1st through August 31st of any year.

7.02: continued

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.

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.

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

Department: The Massachusetts Department of Elementary and Secondary Education.

7.02: continued

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 successfully completed all of the approved program requirements, regardless of whether or not the individual has taken or passed the Massachusetts Tests for Educator Licensure.

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.

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 cover a range of time periods within the school year.

Guidelines: All Guidelines identified in 603 CMR 7.00, will be issued by the Department and approved by the Commissioner following a period of public comment that shall be a minimum of 30 days.

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 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 extended 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.

7.02: continued

License: Any credential issued to an Educator as specified in 603 CMR 7.04(1). 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 Provisional 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.

Military Spouse: An individual who is the spouse of a military service member who is:
(a) 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
(b) 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.

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.

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 Provisional License, or others approved by the Department.

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, in accordance with the *Pre-practicum Guidelines*. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.

7.02: continued

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(2)(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: *Educator License Renewal*. 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.

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 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.

Program of Study: The coursework, seminars, workshops, webinars, field experiences, and other program components 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.

Provisional 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 Provisional License is valid for five years of employment. An Educator who holds one or more Provisional Licenses may be employed under said license(s) for no more than five years in total.

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

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.

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. The subject matter knowledge requirements for each license will be outlined in the *Subject Matter Knowledge Guidelines*.

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, grade or course.

7.02: continued

Temporary License: An Educator license issued to a person who holds a bachelor's degree and a valid license or certificate 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 of employment 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. In addition, as a result of the outbreak of the 2019 novel coronavirus, also known as COVID-19, during the 2020-2021, 2021-2022, and 2022-2023 school years, an educator who holds a bachelor's degree may be employed as a temporary substitute teacher for up to a full school year in the same role, except in a role requiring any of the following licenses: Teacher of Moderate Disabilities, Teacher of Severe Disabilities, Teacher of Deaf and Hard of Hearing (ASL/TC), Teacher of Deaf and Hard of Hearing (Oral/Aural), Teacher of Visually Impaired, Teacher of Speech, Language and Hearing Disorders, or English as a Second Language, to take the place of a regularly employed educator who is absent. Service of an employee as a temporary substitute teacher shall not be counted as service in acquiring professional teacher status or other rights under M.G.L. c. 71, § 41; provided, however, that if the employee holds a license in another field or level during the time employed as a temporary substitute and obtains a temporary, initial, provisional or professional license in the appropriate field and level by June 30, 2023 and continues to serve as a teacher with the same employer under a license for two additional consecutive years, the full year of service as a temporary substitute shall be counted as service toward professional teacher status.

Transition Services: Shall have the meaning given it in federal law at 20 USC 1401(34).

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 the formal review process, the Department shall review the written evidence for each proposed program and evidence collected by the Department. 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*.

7.03: continued

(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.

(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: Demonstrates continuous improvement by conducting an annual evaluation to assess program compliance, effectiveness, and impact using an evidence-based system that includes the analysis of state available data.

(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: Demonstrate 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: Demonstrate 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: Demonstrate 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: Demonstrate that program completers have been assessed and mastered the Professional Standards for Teachers at the level of a professionally licensed teacher.

7.03: continued

(f) Professional Standards for Administrative Leadership: Demonstrate 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: Demonstrate effectiveness of program completers using aggregate evaluation ratings data of program completers, employment data on program completers employed in the Commonwealth of Massachusetts, results of survey data, and other available data.

(3) Preparation.

(a) Initial License. All sponsoring organizations with approved programs leading to the Initial License shall provide preparation that addresses requirements for the license, in accordance with the *Subject Matter Knowledge Guidelines* and the *Guidelines for Program Approval*.

(b) Professional License. Sponsoring organizations with approved preparation programs leading to the Professional License shall provide preparation that satisfies the requirements for the license, in accordance with the *Subject Matter Knowledge Guidelines* and the *Guidelines for Program Approval*.

(c) Assistive and Alternative Technologies. All sponsoring organizations with approved programs leading to licenses for teachers of students with moderate disabilities or teachers of students with severe disabilities shall include in such programs instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.

(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:

a. Race;

b. Ethnicity;

c. Gender.

(c) Faculty and Staff Data:

1. Number of full-time equivalent.

2. Number of part-time equivalent.

3. Demographics:

a. Race;

b. Ethnicity;

c. 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;

7.03: continued

- (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 as required by 603 CMR 7.00.
 2. Summary pass rates on licensing tests or assessments as required by 603 CMR 7.00 at the point of: enrollment, completion of all coursework but the Practicum/Practicum Equivalent, and program completion.
 - (j) State Administered Survey Data from:
 1. Candidates enrolled in an approved program.
 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 employed in the Commonwealth of Massachusetts;
 - (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 603 CMR 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 licenses set forth in 603 CMR 7.04 will be required to implement new subject matter knowledge in accordance with the *Subject Matter Knowledge Guidelines* within 18 months of issuance of the new or updated *Subject Matter Knowledge Guidelines*.
 - (b) Approved programs leading to licenses set forth in 603 CMR 7.04(3)(a)1., 3., 6., 7., 9., 14., 22., 23., (b)1., (c)2. and (d)1., will be required to implement the new license names, levels and license type requirements by July 1, 2019.

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.

7.04: continued

(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:
 - 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, teacher of the deaf and hard of hearing (Oral/Aural) and teacher of the visually impaired licenses:
 - a. Seminars or courses on, or demonstrated knowledge of, ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
 - b. 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, or demonstrated knowledge of, 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 route program 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:
 - a. An approved licensure program for the Professional License sought as set forth in the *Guidelines for Program Approval*.
 - b. 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.
 - c. 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 each of which includes 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.

7.04: continued

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.
 4. Testing requirements for the license sought not yet satisfied.
 5. Evidence of a sound moral character.
- (f) 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. Any candidate who passes an alternative assessment taken prior to July 1, 2025 will be deemed to have satisfied the requirements of 603 CMR 7.04(2)(a)2., or 3., or 603 CMR 7.04(2)(b)2. or 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 |
| 2. Business | 5-12 |
| 3. Chemistry | 8-12 |
| 4. Dance | All |
| 5. Digital Literacy/Computer Science | PreK-6; 5-12 |
| 6. Early Childhood | PreK-2 |
| 7. Earth and Space Science | 8-12 |
| 8. Elementary | 1-6 |
| 9. English | 5-12 |
| 10. English as a Second Language (ESL) | PreK-6; 5-12 |
| 11. General Science | 1-6; 5-8 |
| 12. Health/Family and Consumer Sciences | All |
| 13. History | 1-6; 5-12 |
| 14. Latin and Classical Humanities | 5-12 |
| 15. Library | All |
| 16. Mathematics | 1-6; 5-8; 8-12 |
| 17. Middle School: Humanities | 5-8 |
| 18. Middle School: Mathematics/Science | 5-8 |
| 19. Music: Vocal/Instrumental/General | All |
| 20. Physical Education | PreK-8; 5-12 |
| 21. Physics | 8-12 |
| 22. Speech | All |
| 23. Teacher of Students with Moderate Disabilities | PreK-2; PreK-8; 5-12 |
| 24. Teacher of Students with Severe Disabilities | PreK-2; All |
| 25. Teacher of the Deaf and Hard-of-hearing | All |
| 26. Teacher of the Visually Impaired | All |
| 27. Technology/Engineering | 5-12 |
| 28. Theater | All |
| 29. Visual Art | PreK-8; 5-12 |
| 30. 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 |

7.04: continued

(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 | 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 *Pre-practicum* Guidelines.

7.04: continued

Practicum. A Practicum/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/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 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 Care approved preschool, educational collaborative, or a school that requires Massachusetts educator licensure.

Practicum/Practicum Equivalent Requirements are as follows:

- | | |
|--|--|
| (a) Early Childhood: | 300 hours |
| (100 hours in Grades PreK-K, 200 hours in Grades 1 and 2;
at least one setting must include children with disabilities) | |
| (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 | 300 hours |
| (150 hours at each of any two of the following Grade levels:
PreK-6, 5-8, 8-12) | |
| (h) Teacher of Students with Moderate Disabilities | *300 hours |
| (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 Grades 5-12, 300 hours in an inclusive general education
classroom or 150 hours in an inclusive general
education classroom and 150 hours in a separate or
substantially separate setting for students with
moderate disabilities) | |
| (i) Teacher of Students with Severe Disabilities | *300 hours |
| (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) | |
| (j) Specialist (unless otherwise indicated) | 150 hours |
| (k) Superintendent/Assistant Superintendent | 500 hours |
| (l) Principal/Assistant Principal | 500 hours |
| (m) Supervisor/Director | 300 hours |
| (n) Special Education Administrator | 500 hours |
| (o) School Business Administrator | 300 hours |
| (p) Professional Support Personnel | ** (See individual license requirements)** |

(5) Endorsements Issued:

- (a) Sheltered English Immersion Teacher;
- (b) Sheltered English Immersion Administrator;
- (c) Bilingual Education;
- (d) Transition Specialist;
- (e) Autism; and
- (f) Academically Advanced.

7.05: Routes to an Initial Teacher and Specialist Teacher Licenses

(1) Route One. Teacher candidates who complete a Massachusetts approved preparation program as set forth in 603 CMR 7.03. Teacher candidates seeking licensure under Route One shall meet the following requirements:

7.05: continued

- (a) Bachelor's degree.
 - (b) Completion of an approved program as set forth in 603 CMR 7.03.
 - (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 the *Subject Matter Knowledge Guidelines*.
 - (e) For core academic teachers, possession of an SEI Teacher Endorsement.
- (2) Route Two is the Performance Review Program for Initial Licensure process for teacher candidates who hold a Provisional License and are hired as teachers of record. The PRPIL process is through a Department approved provider. Candidates seeking licensure under Route Two shall meet the following eligibility requirements:
- (a) Possession of a Provisional License in the field and at the level of the license sought. *See* 603 CMR 7.04(3)(a).
 - (b) At least three full years of employment in the role of a Provisional License issued under 603 CMR 7.04(3)(a).
 - (c) Documentation of seminars, courses, and experience relevant to the Professional Standards for Teachers in 603 CMR 7.08(1) through (3).
 - (d) A recommendation from the principal, superintendent or assistant superintendent of the current school/district where the candidate is employed under the Provisional License in the role of the license sought.
 - (e) Completion of an induction and mentoring program as set forth under 603 CMR 7.12.
 - (f) For core academic teachers, possession of an SEI Teacher Endorsement.
- (3) Route Three is for candidates from outside Massachusetts. Candidates seeking licensure under Route Three 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 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.
 - 4. For educators prepared outside of the United States, completion of a Panel Review in accordance with Department guidelines.
 - (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 the *Subject Matter Knowledge Guidelines*.
 - (d) For core academic teachers, possession of an SEI Teacher Endorsement.

7.06: Subject Matter Knowledge Requirements

- (1) Application. The Subject Matter Knowledge Requirements are used by sponsoring organizations in designing their teacher preparation programs and in preparing their candidates. The subject matter knowledge requirements are also used by the Department in reviewing programs seeking state approval, and as the basis for the Massachusetts Tests for Educator Licensure.
- (2) Requirements. The Department shall publish guidelines with detailed subject matter knowledge requirements for licenses set forth in 7.04(3)(a), (b), (c) 5. and (d) 1. and 4.

7.07: Specialist Teacher Licenses

For candidates who were prepared outside Massachusetts, *see* 603 CMR 7.05(3).

7.07: continued

- (1) Instructional Technology Specialist (Levels: All).
- (a) Initial License.
1. Prerequisite: Possession of a teacher license and at least one year of employment as a teacher or in an educational role accepted by the Department.
 2. Passing score on the Communication and Literacy test.
 3. Completion of an approved educator preparation program for the Initial License as set forth in 603 CMR 7.03(2)(a).
- (b) Professional License.
1. For candidates who do not hold any Professional teacher license, complete requirements set forth in 603 CMR 7.04(2)(c).
 2. For candidates who hold at least one Professional teacher license, complete three years of employment under the Initial Instructional Technology Specialist license.
- (2) Reading (Levels: All).
- (a) Initial License.
1. Prerequisite: At least an Initial teaching license and at least one year of teaching experience.
 2. Completion of an approved educator preparation program for the Initial License as set forth in 603 CMR 7.03(2)(a).
 3. Passing score on the Reading subject matter test addressing the topic outlined in the *Subject Matter Knowledge Guidelines*.
- (b) Professional License.
1. For candidates who do not hold any Professional teacher license, complete requirements set forth in 603 CMR 7.04(2)(c).
 2. For candidates who hold at least one Professional teacher license, complete three years of employment under the Initial Reading license.
- (3) Speech, Language, and Hearing Disorders (Levels: All).
- (a) Initial License.
1. Master's degree in speech-language pathology from a program accredited by the Council on Academic Accreditation of the American Speech-language-hearing Association (ASHA).
 2. Eligibility for Clinical Fellowship.
 3. Passing score on the Communication and Literacy Skills test.
 4. Completion of a clinical practicum consisting of 100 onsite hours in a public school or an approved private school setting.
 5. Adherence to the *Code of Ethics* of the American Speech-language-hearing Association.
- (b) Professional License.
1. Possession of an Initial License.
 2. Possession and maintenance of the license to practice Speech-language Pathology through the Massachusetts Board of Registration of Speech-language Pathology and Audiology.
 3. Completion of the Clinical Fellowship in Speech-language Pathology.
 4. Passing score on the National Examination in Speech-language Pathology and Audiology.
 5. Three years of employment under the Initial Speech, Language, and Hearing Disorders license.

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 and indicators referred to in 603 CMR 7.08(2) and (3) are used by sponsoring organizations in designing their teacher preparation programs and in preparing their candidates. The standards and indicators are also used by the Department in reviewing programs seeking state approval, and as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards and indicators referred to in 603 CMR 7.08(2) and (3) by passing a Performance Assessment for Initial License using Department guidelines.

7.08: continued

(2) Professional Standards for Teachers.

(a) Curriculum, Planning, and Assessment. Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

(b) Teaching All Students. Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

(c) Family and Community Engagement. Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

(d) Professional Culture. Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

(3) Indicators. The Department shall publish guidelines with detailed indicators for each standard set forth in 603 CMR 7.08(2). The guidelines shall include at least the following indicators:

(a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b) Uses effective strategies and techniques for making content accessible to English learners.

(c) 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 learners at various levels of English language proficiency and literacy.

(d) Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.

(e) 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.

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 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.

7.09: continued

(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 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:
 - 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. School Principal/Assistant School Principal (Levels: PreK-8; 5-12).
 - 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.
 - d. For out-of-state candidates, completion of 603 CMR 7.09(6)(e).
3. Passing score on the Communication and Literacy Skills test.
4. Possession of an SEI Administrator or Teacher Endorsement.

(b) 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.
4. Possession of an SEI Administrator or Teacher Endorsement.

(c) 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.

7.09: continued

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

(a) Validity. A Supervisor/Director license is required for individuals employed for ½ 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:

- a. Pupil personnel directors:
 - i. School psychologist,
 - ii. School counselor, or
 - iii. School social worker/school adjustment counselor.
- b. School counselor directors:
 - i. School 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 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): possession of an appropriate prerequisite teaching license at the initial or professional teaching license 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.

- a. 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
- b. 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 one of the following:

7.09: continued

- 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 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 one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised Practicum/Practicum Equivalent (300 hours) in the school business administrator role.
 - b. An administrative apprenticeship/internship (300 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) 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 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 603 CMR 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:

7.09: continued

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.

7.10: Professional Standards for Administrative Leadership

(1) Application. The Professional Standards for Administrative Leadership identify the knowledge and skills required for school administrators. These standards and indicators referred to in 603 CMR 7.10(3) are used by sponsoring organizations in designing their administrator preparation programs and by the Department in reviewing programs seeking state approval. The standards and indicators are also used by the Department as the basis of performance assessment of candidates for administrator licenses. Candidates shall demonstrate that they meet the standards and indicators by completing a Performance Assessment for Initial License.

(2) Professional Standards for Administrative Leadership.

- (a) Instructional Leadership: Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
- (b) Management and Operations: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.
- (c) Family and Community Engagement: Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
- (d) Professional Culture: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

(3) Indicators. The Department shall publish detailed indicators for each standard set forth in 603 CMR 7.10(2).

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 7.04(a) and (b) apply.

(1) School Counselor (Levels: 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:

7.11: continued

- a. 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, which includes but is not limited to school counseling, mental health counseling, school psychology, or clinical psychology.
- b. Achievement and maintenance of certification or licensure from one of the following:
 - i. National Board of Certified Counselors (NBCC).
 - ii. National Board for School Counseling.

(2) School Nurse (Levels: All).(a) Provisional License.

1. Valid license to practice as a Registered Nurse in Massachusetts.
2. A bachelor's or master's degree in nursing.
3. Passing score on the Communication and Literacy Skills test.
4. Completion of training within the orientation program for delivery of school health services as defined by the Department of Public Health and identified by the Department.

(b) Initial License.

1. Valid license to practice as a Registered Nurse in Massachusetts.
2. A bachelor's or master's degree in nursing.
3. A minimum of two full years of employment as a Registered Nurse in a child health, community health, or other relevant clinical nursing setting.
4. Completion of an orientation program based on the requirements for delivery of school health services as defined by the Department of Public Health.
5. Passing score on the Communication and Literacy Skills test.

(c) Professional License.

1. Possession and maintenance of a valid license to practice as a Registered Nurse in Massachusetts.
2. Possession of an Initial License.
3. Three years of employment as a school nurse.
4. Completion of one of the following:
 - a. Achievement and maintenance of certification or licensure by a nationally recognized professional nursing association as a school nurse, community health nurse, or a pediatric/family/school nurse practitioner.
 - b. A master's degree program that may include credits earned in a master's degree program for the Initial License in community health, health education, nursing, or public health.

(3) School Psychologist (Levels: All)(a) Initial License.

1. Completion of a master's degree or higher in school psychology approved by the National Association of School Psychologists (NASP), including an advanced practicum of 1,200 hours, 600 of which must be in a school setting. (The Commissioner may grant temporary approval, in accordance with NASP standards, to institutions without NASP approval for up to five years while they achieve such approval.)
2. 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 psychologist.
3. Completion of one of the following:
 - a. Passing score on the National School Psychology Examination.
 - b. Achievement and maintenance of a certificate or license from one of the following:
 - i. The Massachusetts Board of Allied Mental Health Professionals, as an educational psychologist.
 - ii. The National Association of School Psychologists, as a school psychologist.

(4) School Social Worker/School Adjustment Counselor (Levels: All)(a) Initial License.

1. Master's degree in Social Work or Counseling.

2. Course work and clinical experience that demonstrate subject matter knowledge as outlined in the *Subject Matter Knowledge Guidelines*.
 3. A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting.
 4. Passing score on the Communication and Literacy Skills test.
- (b) Professional License.
1. Possession of an Initial License as a school social worker/school adjustment counselor.
 2. Three years of employment as a school social worker or school adjustment counselor.
 3. Completion of one of the following:
 - a. 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 not limited to mental health counseling, psychological counseling, school counseling, school social work, or social work.
 - b. Achievement and maintenance of a certificate or license from one of the following:
 - i. The Massachusetts Board of Registration of Social Work, as a Licensed Certified Social Worker (LCSW) or a Licensed Independent Clinical Social Worker (LICSW).
 - ii. The Massachusetts Board of Allied Mental Health Professionals, as a Licensed Mental Health Counselor (LMHC), a Licensed Marriage and Family Therapist (LMFT), or a Licensed Rehabilitation Counselor (LRC).

7.12: Standards for Induction Programs for Teachers

- (1) Application. All school districts are required to provide an Induction Program for teachers in their first year of practice. Guidelines based on the following Standards will be provided by the Department.
- (2) Standards. All Induction Programs shall meet the following requirements:
 - (a) An orientation program for beginning teachers and all other incoming teachers.
 - (b) Assignment of all beginning teachers to a trained mentor within the first two weeks of teaching.
 - (c) Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
 - (d) Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.
- (3) Additional Requirements. All programs shall submit an annual report to the Department that includes information on:
 - (a) Program activities.
 - (b) Number and complete list of beginning teachers served.
 - (c) Number and complete list of trained mentors.
 - (d) Number of classroom observations made by mentors.
 - (e) Number of hours that mentors and beginning teachers spend with each other.
 - (f) Hiring and retention rates for beginning teachers.
 - (g) Participant satisfaction.
 - (h) Partnerships developed with other districts, professional associations, and institutions of higher education to support the beginning teacher induction program.

7.13: Standards for Induction Programs for Administrators

- (1) Application. All school districts are required to provide an Induction Program for all administrators in their first year of practice. Guidelines based on the following Standards will be provided by the Department.
- (2) Standards. All Induction Programs shall meet the following requirements:
 - (a) An orientation program for first year administrators and all other administrators new to the district.

7.13: continued

- (b) Assignment of first year administrators to a trained mentor within the first two weeks of working.
- (c) Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate administrators.
- (d) Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities.

7.13: continued

(e) Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision, and evaluation that are included in 603 CMR 7.10.

(3) Additional Requirements. All Induction Programs shall submit an annual report to the Department that includes information on:

- (a) Program activities.
- (b) Number and complete list of beginning administrators served.
- (c) Number and complete list of trained mentors involved in the program.
- (d) Number of site-based visits made by mentors.
- (e) Number of hours that mentors and beginning administrators spent with each other.
- (f) Hiring and retention rates for first year administrators.
- (g) Participant satisfaction.
- (h) Partnerships developed with other districts, professional associations, and institutions of higher education to support the administrator induction program.

7.14: Endorsements

Unless otherwise provided in 603 CMR 7.00, or 603 CMR 14.00: *Education of English Learners*, 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.

7.14: continued

(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:
 - a. 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.
 - b. 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.

7.14: continued

(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. and 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)1. through 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*.

(4) Transition Specialist. Awarded to individuals who meet the following requirements:

(a) Prerequisite license and experience: A minimum of two years of experience under one of the following licenses:

1. An Initial or Professional License as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, School Counselor, or School Social Worker/School Adjustment Counselor.

2. A license as a Rehabilitation Counselor (as described in 262 CMR 4.00: *Requirements for Licensure as a Rehabilitation Counselor*), or certification as a Rehabilitation Counselor as determined by the Commission on Rehabilitation Counselor Certification (CRCC).

(b) Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14(4)(d), through the successful completion of a Department-approved course of study specific to providing transition services. The Department will issue guidelines to govern approval of this course of study.

(c) Completion of a 150-hour field-based experience that includes providing transition services for transition-aged students with disabilities with IEPs, in collaboration with their families, community members, and other relevant professionals.

(d) Subject Matter Knowledge:

1. Foundations and implementation of transition education and transition services, including, but not limited to: state and federal legislation; inclusive models, research, best practice, community based education and post-school options; and knowledge of transition planning and service delivery for all students with Individualized Education Programs, including culturally and linguistically diverse youth.

2. Individual transition assessment and system evaluation, including conducting, interpreting, and overseeing individualized formal and informal transition assessments to ascertain interests, strengths, preferences, aptitudes and needs related to competitive employment, education, training, and independent living; developing individualized appropriate measureable postsecondary goals, and annual IEP goals based on the individualized transition assessment results; and transition service delivery.

3. How to develop transition systems and supports which include best practices in postsecondary education, competitive integrated employment (including supported employment), independent living, and community participation including, but not limited to, implementation of social skills training, positive behavioral supports, assistive technology as related to transition goals, and development of self-determination skills across all settings.

7.14: continued

4. Collaboration including strategies for active participation of students and families in IEP development, transition education and services, and support networks; development of partnerships with employers, institutes of higher education, public agencies, and community service agencies; and provision of technical assistance and professional development to school personnel.
- (e) The requirements for the Transition Specialist Endorsement may also be used to satisfy course requirements necessary to obtain a Professional License listed in 603 CMR 7.04(2)(c).
- (f) Renewal. The Transition Specialist Endorsement shall be valid for five years and may be renewed for successive five-year terms to individuals who meet the following requirements:
 1. Valid license as listed in 603 CMR 7.14(4)(a); and
 2. Successful completion of 30 Professional Development Points (PDPs) in the content area related to 603 CMR 7.14(4)(d). The 30 PDPs may be included in the total number of PDPs necessary for license renewal pursuant to 603 CMR 44.00: *Educator License Renewal*.

7.14: continued

- (5) Autism Endorsement. Awarded to educators who meet the following requirements:
- (a) Prerequisite. A teacher license and at least three credits related to special education or possession of a license as a 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.
- (b) Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14(5)(d), through one of the following:
1. Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14(5)(d) through the successful completion of a Department-approved course of study specific to providing services to students with autism. The Department will issue guidelines to govern approval for this course of study.
 2. Passing a Department-approved assessment.
- (c) Field Experience Requirement Met through One of the Following:
1. Teachers who possess a license as a 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 who can demonstrate at least one year of teaching experience working with students with autism shall complete at least 75 hours of field-based experience working with students with autism in any type of school setting, including at least 50 of which shall take place in an inclusive setting.
 2. All other teachers shall complete a 150 hour field-based experience that includes a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.
- (d) Subject Matter Knowledge.
1. Understanding of autism including the co-morbid conditions associated with autism spectrum disorders and the differences between a medical diagnosis of autism and the definition of the term autism under state and federal special education laws. Knowledge of the unique characteristics of autism as related to communication, social/emotional development, behavior, sensory processing, cognition, and learning.
 2. Assessment of students with autism including: an ability to identify, administer, and interpret a range of formal and informal tools in a culturally and linguistically appropriate manner that assess the unique strengths, skills (including academic, social, behavioral and adaptive) and learning styles of students with autism three through 22 years old.
 3. Knowledge of how ongoing assessment and data collection can be used to inform instruction, services and supports; monitor progress and rates and patterns of skill acquisition; and ensure the maintenance and generalization of skills across settings.
 4. Design of effective educational programs and individual supports based on peer reviewed research to the extent practicable to support students with autism in the least restrictive environment. Knowledge of the range of specialized and individualized instructional strategies and supports for students with autism, including assistive technology, to address: the verbal and nonverbal communication needs; the need to develop social interaction skills and proficiencies including the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for positive behavioral interventions, strategies, and supports to address any behavioral difficulties; and other needs resulting from the student's disability that impact making progress in the general curriculum, including social and emotional skills.
 5. Understanding and supporting the roles of other disciplines and professionals involved in the education of students with autism and facilitating coordination and collaboration of relevant IEP Team members, including parents or caregivers, related service providers and medical professionals, to meet the unique needs of students with autism in a culturally sensitive manner in accordance with M.G.L. c. 71B, § 3.
- (e) Candidates who were prepared outside of Massachusetts and possess a license as a 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 shall not be required to complete the requirements set forth in 603 CMR 7.14(5)(b) through (d) if such candidate can provide documentation of one of the following:

7.14: continued

1. Completion of an educator preparation program that includes the equivalent of the Department approved course of study specific to providing services to students with autism and is either state- approved under the 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 Autism Endorsement issued by a state with which Massachusetts has signed the NASDTEC Interstate
- (f) The requirements for the Autism Endorsement may also be used to satisfy course requirements necessary to obtain a Professional license listed in 603 CMR 7.04(2)(c).
- (g) Renewal. The Autism Endorsement shall be valid for five years and may be renewed for successive five-year terms to individuals who meet the following requirements:
1. Valid license as a teacher; and
 2. Successful completion of 30 professional development points (PDPs) in the content area related to 603 CMR 7.14(5)(d). The 30 PDPs may be included in the total number of PDPs necessary for license renewal pursuant to 603 CMR 44.00: *Educator License Renewal*.
- (6) Academically Advanced Endorsement. Prerequisites: at least an Initial or Professional license in a core academic area at the PreK-8 level and at least one year of teaching experience under that license.
- (a) Requirements for the endorsement:
1. Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14(6)(b) and (c).
 2. Field experience of 150 hours which must be satisfied with a group of students identified by a district as academically advanced. The field experience must include approximately equal experience with academically advanced students both in a general education classroom and in classes for academically advanced students at two different grade levels.
 3. Completion of a Department-approved course of study including the topics listed in 603 CMR 7.14(6)(c).
- (b) The topics set forth in the *Subject Matter Knowledge Guidelines* for the Middle School: Humanities and Middle School: Mathematics/Science licenses, together with the following topics, will be addressed on the test of subject matter knowledge:
1. Knowledge of ways to adapt curricular content from higher grade levels, especially in science and mathematics, for academically advanced students in lower grade levels.
 2. Design and implementation of accelerated curricula providing conceptual understanding for academically advanced students in mixed ability classrooms that enable them to engage in sustained study in a content area appropriate to their learning pace.
- (c) The following topics shall be included in a Department-approved course of study but will not be addressed on a test of subject matter knowledge:
1. Knowledge of curricular content in all the Massachusetts Curriculum Frameworks for PreK-10, with emphasis on either science and mathematics or the humanities.
 2. Emotional, social, and cognitive development and needs of academically advanced students.
 3. Design and implementation of accelerated curricula providing conceptual understanding for academically advanced students in groups (pullout grouping, cluster grouping, cross-graded classes, full-time ability grouping, regrouping for specific instruction).
 4. Knowledge of research on issues related to the education of academically advanced students.
 5. Knowledge of federal and state laws on education for the academically advanced.
- (d) Individuals are exempt from the requirements set forth in 603 CMR 7.14(6)(a)1., 3., (b) and (c) if they hold an advanced degree in a relevant subject area or have at least three years employment by a school district in a role that included significant experience with students identified by the district as academically advanced and have passed one of the following subject matter knowledge tests: Middle School Mathematics/Science, Middle School Humanities, Middle School Mathematics, General Science, or any single subject matter test in an academic subject taught in grades 5-12 for which the Department issues a license.

7.15: 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 7.15(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 7.15(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.

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. Teachers holding a teacher of students with moderate disabilities license at the PreK-2 level may obtain a teacher of students with moderate disabilities license at the PreK-8 level by achieving a passing score on the general curriculum test and may obtain a teacher of students with moderate disabilities license at the 5-12 level by achieving a passing score(s) on subject matter test(s) based on subject matter knowledge requirements set forth in 603 CMR 7.06, as applicable.

3. Teachers holding a teacher of students with severe disabilities license at the PreK-2 level may obtain a teacher of students with severe disabilities All levels license by achieving a passing score on the general curriculum test.

4. School 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:

a. A seminar, institute, or course approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.

b. 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 7.15(2)(a) and (b)1.

(d) New Provisional License in Special Education. Teachers holding an Initial or Professional license in any field and who have at least two years of experience modifying curriculum for students with disabilities, may obtain a provisional license in teacher of students with moderate disabilities and teacher of students with severe disabilities as follows:

7.15: continued

1. Teacher of students with moderate disabilities (PreK-8) licenses:
 - a. Passing a competency review
 - b. Passing score on the Foundations of Reading test
 - c. Passing score on the General Curriculum test
 - d. Seminars or courses on, or demonstrated knowledge of, ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
 2. Teacher of students with moderate disabilities (5-12) license:
 - a. Passing a competency review
 - b. Passing score on the Foundations of Reading test.
 - c. Passing score on subject matter test(s) based on subject matter knowledge requirements set forth in 603 CMR 7.06, as applicable.
 - d. Seminars or courses on, or demonstrated knowledge of, ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
 3. Teacher of students with moderate disabilities (PreK-2) license:
 - a. Passing a competency review
 - b. Passing score on the Foundations of Reading test
 - c. Passing score on the Early Childhood test.
 - d. Seminars or courses on, or demonstrated knowledge of, ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
 4. Teacher of students with severe disabilities (All) licenses:
 - a. Passing a competency review
 - b. Passing score on the General Curriculum test
 - c. Seminars or courses on, or demonstrated knowledge of, ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
 5. Teacher of students with severe disabilities (PreK-2) license:
 - a. Passing a competency review
 - b. Passing score on the Early Childhood test.
 - c. Seminars or courses on, or demonstrated knowledge of, ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
- (e) New Provisional Licenses in English as a Second Language. Teachers holding an Initial or Professional license in any field who have at least two years of experience in second language acquisition and sheltering content for English learners may earn a provisional license in English as a Second Language by achieving a passing score on the English as a Second Language test.
- (3) Additional Licenses for Administrators. Licensed administrators may earn additional administrator licenses by passing the Communication and Literacy Skills test and meeting other requirements as follows:
- (a) New Field. Administrators holding an Initial or Professional License may earn an additional license of the same type as follows:
 1. Superintendent/assistant superintendent or principal/assistant principal by:
 - a. Completing one of the following:
 - i. Three full years of employment under a valid administrator license.
 - ii. A practicum/practicum equivalent or internship of 300 hours in the role of the license sought.
 - b. Demonstrating successful application of the Professional Standards for Administrators as set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License. Administrators who successfully completed a Performance Assessment for Initial License to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial License.

7.15: continued

2. School business administrator by completing:
 - a. One of the following:
 - i. Three years' full-time employment under a valid license as a superintendent or assistant superintendent.
 - ii. A practicum/practicum equivalent or internship of 300 hours in the role of a school business administrator.
 - b. A Performance Assessment for Initial License that meets the requirements set forth in 603 CMR 7.09(5)(a)2. and 7.10.
 3. Supervisor/director by:
 - a. Completing one of the following:
 - i. Three years of employment under a valid administrator license.
 - ii. A practicum/practicum equivalent or internship of 300 hours in the role of the supervisor/director license sought.
 - b. Demonstrating successful application of the Professional Standards for Administrators as set forth in 603 CMR 7.10 through a Performance Assessment for Initial License. Administrators who successfully completed a Performance Assessment for Initial License to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial License.
 - c. Possessing the appropriate prerequisite license and experience as specified in 603 CMR 7.09(3)(b)1., 2. and 6.
 4. Special education administrator by:
 - a. Completing one of the following:
 - i. Three years of employment under a valid superintendent/assistant superintendent, principal/assistant principal, or school business administrator license.
 - ii. A practicum/practicum equivalent or internship of 300 hours in the role of a special education administrator.
 - b. Demonstrating successful application of the Professional Standards for Administrators as set forth in 603 CMR 7.10 and the appropriate knowledge of special education laws, regulations, and issues through a Performance Assessment for Initial License.
 - c. Possessing the appropriate prerequisite experience as specified in 603 CMR 7.09(4)(a)1.
- (b) New Level. Licensed principals/assistant principals may earn an additional principal/assistant principal license of the same type at a new level by possession of an SEI Administrator or SEI Teacher Endorsement and completing one of the following:
1. A seminar, institute, or course approved by the Department, addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.
 2. A practicum/practicum equivalent or internship of 300 hours in the role and at the level of the license sought.

(4) Prerequisite Licenses. The requirement that an applicant for licensure hold a Massachusetts educator license may be waived for an applicant who has earned an equivalent license based on the same level of preparation in another state or jurisdiction.

(5) Extension of an Initial License.

- (a) An educator may request to extend an Initial License one time for an additional five years of employment. The decision of the Commissioner shall be final.

7.15: continued

(b) In order to be eligible for such extension a candidate shall:

1. Have been employed for five years under a valid Initial License or is employed in their fifth year under a valid Initial License.
2. Present evidence of sound moral character.
3. Submit a plan outlining how the candidate will fulfill the requirements for a Professional License.
4. Additional requirements 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.

(6) Commissioner's Determination. The Commissioner, for good cause, may determine which specific requirements for licensure set forth in 603 CMR 7.04, 7.05, 7.06, 7.07, 7.09, 7.11, and 7.15(2) and (3) shall apply and/or be modified for applicants who have submitted evidence that they have either substantially met the requirements for licensure prior to a change in the regulations or that they would have met the requirements but were unable to do so because of extreme hardship. No modification of the requirements will be granted without satisfactory evidence that the applicant has made a good faith effort to complete the requirements for licensure. The Commissioner, at his discretion, may impose reasonable conditions upon any modification granted. The decision of the Commissioner shall be final.

(7) Reconsideration. An applicant for licensure may request that the Commissioner of Education reconsider the Department's decision not to issue a license. The applicant shall submit a written request for reconsideration to the Commissioner within 30 days of the date that the applicant received notice that his or her application for license has been denied. The decision of the Commissioner shall be final.

(8) License Actions.

(a) Grounds for License Action.

1. The Commissioner may impose discipline including, but not limited to, issuing a reprimand, suspending or limiting, either indefinitely or for a fixed period of time, or revoking 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 moral turpitude or of any other crime of such nature that in the opinion of the Commissioner the license holder discredits the profession, brings the license into disrepute, or lacks good moral character;
 - d. The holder has had one or more licenses or certificates denied, revoked, suspended, surrendered, reprimanded or otherwise limited 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 impose discipline 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, or dismissal for just cause from a position in a school or child care facility.
2. If any of the grounds in 603 CMR 7.15(8)(a)1. are determined, the Commissioner may deny an applicant for a license or put limitations on a license that may include, but are not limited to:
 - a. Restrictions on the ages of students with whom the license holder may work;
 - b. Additional supervision requirements;
 - c. Education, counseling, or psychiatric evaluation requirements; and
 - d. Notification to the employer of the circumstances surrounding the Commissioner's decision to put limitations on the license holder.

7.15: continued

- (b) Procedure. No discipline may be imposed, other than by agreement, under 603 CMR 7.15(8)(a)1. until:
1. The Department has determined that there is probable cause to impose discipline for one or more of the grounds set forth in 603 CMR 7.15(8)(a); and
 2. The Department sends written notice to the license holder of its determination of probable cause and of the holder's right to request a hearing before the Commissioner in accordance with M.G.L. c. 30A, and 801 CMR 1.00: *Adjudicatory Rules of Practice and Procedure*. Notice shall inform the license holder that he or she may retain an attorney to represent him or her, and be sent by certified mail and regular mail to the holder's last known address. The holder shall have 21 days from receipt of the notice to make a written request for a hearing. If no written request for a hearing is received by the Commissioner in accordance with the above, the discipline requested in the notice of probable cause shall be deemed to be imposed, and the holder shall be so notified by certified mail.
- (c) Surrender. A license holder may surrender a license by submitting documentation to the Commissioner in an approved manner. If a license holder surrenders a license after the Department has found probable cause to impose a sanction, the surrender will be treated as a revocation, unless the Commissioner determines another disposition is warranted.
- (d) Hearing.
1. If the Commissioner receives a request for a hearing from the license holder in accordance with 603 CMR 7.15(8)(b), the Commissioner or his designee shall schedule a hearing no later than 60 days after receipt of the request. The hearing shall be conducted in accordance with M.G.L. c. 30A, and 801 CMR 1.00: *Adjudicatory Rules of Practice and Procedure*. The hearing shall not be open to the public, unless the license holder requests a public hearing.
 2. Within 30 days of the date the hearing concludes, the Commissioner or his designee shall render a written decision determining whether or not the holder's license shall be revoked, suspended, or limited. The decision shall comply with the requirements of M.G.L. c. 30A, § 11, and 801 CMR 1.00: *Adjudicatory Rules of Practice and Procedure*.
 3. The Commissioner shall send a copy of the decision to the license holder along with a notice informing him or her of the right of appeal in accordance with the provisions of M.G.L. c. 30A, § 14.
- (e) Notice of License Action. The Department sends notice of educator license sanctions to appropriate entities including, but not limited to, superintendents of Massachusetts schools, heads of charter and virtual schools, and the National Association of State Directors of Teacher Education and Certification.
- (f) Reinstatement.
1. A person whose license has been revoked in accordance with 603 CMR 7.15(8) may again be licensed in Massachusetts only upon a $\frac{2}{3}$ vote by the Board.
 2. The Department may reinstate a suspended license upon determination by the Commissioner that the condition causing the suspension has been corrected.
 3. License limitations or conditions shall remain in effect as determined by the Commissioner.
- (g) Administrator's Obligation to Report and Produce Documents. Any administrator who has dismissed, declined to renew the employment of, or obtained the resignation of any Educator for any of the reasons cited in 603 CMR 7.15(8)(a) shall report in writing such resignation or dismissal and the reason therefore to the Commissioner within 30 days. This obligation to report also applies when an administrator acquires relevant information after an educator's dismissal, resignation, or nonrenewal. Upon request, administrators shall provide the Department with all relevant information and documents requested in connection with an investigation. Failure to make the required reports or to provide requested information or documents shall be grounds on which the Commissioner may impose discipline on the administrator's license.
- (h) License Holder's or Applicant's Obligation to Report. Any license holder or applicant for a license who has been convicted of a crime in a court of law shall notify the Commissioner of such conviction in writing within ten days of the conviction. The term "convicted of a crime" shall include any guilty verdict, admission to, or finding of, sufficient facts, and any plea of guilty or *nolo contendere*, whether or not a sentence has been imposed. Any license holder or applicant for a license who is the subject of an enforcement action by the Massachusetts Ethics Commission shall notify the Commissioner of such action in writing within ten days of such action. Any license holder or applicant for a license who has

7.15: continued

surrendered an educator license or any other license or certificate to practice any profession or who has had any license or certificate revoked, suspended, or limited in any jurisdiction or by any agency shall notify the Commissioner of such action in writing within ten days of such action. Failure to do so shall be grounds on which the Commissioner may revoke the holder's license or deny an application for licensure.

(i) Records. Nothing herein shall be construed to require the Department to disclose, under M.G.L. c. 66, § 10 and M.G.L. c. 4, § 7 clause Twenty-sixth, any information, documents, or evidence sought by or provided to the Commissioner pursuant to his responsibilities under 603 CMR 7.14(8) until final disposition of the matter. Any personnel information provided by an administrator pursuant to 603 CMR 7.15(8)(g) shall be considered personnel information within the meaning of M.G.L. c. 4, § 7 clause Twenty-sixth(c).

(j) License Denial. The Commissioner may deny an applicant's application for a license for the reasons set forth above and for reasons enumerated in 603 CMR 7.00. If the Commissioner denies an application for a license, an applicant may request reconsideration by the Commissioner under 603 CMR 7.15(7) in the manner determined by the Commissioner.

(9) General Provisions for Employment.

(a) Legal Employment. To be eligible for employment by a school district in any position covered by a license issued under 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 or her time in a role and/or at a level for which he or she does not hold a license. In addition, as a result of the outbreak of the 2019 novel coronavirus, also known as COVID-19, during the 2020-2021, 2021-2022, and 2022-2023 school years, a person holding a license may be employed for a maximum of 50% of his or her time in a role or at a level for which the individual does not hold a license, except in a role requiring any of the following licenses: Teacher of Moderate Disabilities, Teacher of Severe Disabilities, Teacher of Deaf and Hard of Hearing (ASL/TC), Teacher of Deaf and Hard of Hearing (Oral/Aural), Teacher of Visually Impaired, Teacher of Speech, Language and Hearing Disorders, school nurse, or English as a Second Language. Assignment outside the educator's license up to 50% of the time during the 2020-2021, 2021-2022, and 2022-2023 school years shall not prevent the 2020-2021, 2021-2022, and 2022-2023 school years from being counted as service toward Professional Teacher Status.

(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 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, 2021, no career vocational technical teacher shall be assigned to provide sheltered English instruction to an English 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.

3. 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 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.

4. Notwithstanding 603 CMR 7.15(9)(a), starting on July 1, 2021, no principal, assistant principal, or supervisor/director shall supervise or evaluate a career vocational technical teacher who provides sheltered English instruction to an English 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.

5. Notwithstanding 603 CMR 7.04, 7.05, 7.09 and 7.15(5), any Core Academic Teacher, 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.

7.15: continued

6. Notwithstanding 603 CMR 7.04, 603 CMR 7.05, 603 CMR 7.09 and 603 CMR 7.15(5), any career vocational technical teacher, principal, assistant principal, or supervisor/director who supervises or evaluates a career vocational technical teacher who provides sheltered English instruction to an English learner and who fails to obtain an SEI endorsement by the date specified in 603 CMR 14.08(2), will not be eligible to advance or renew his or her license until such individual obtains the SEI endorsement. Provided however, in accordance with 603 CMR 14.08(2), upon a showing of hardship, the Department may grant an educator an extension of time beyond the date specified in 603 CMR 14.08(2).

(c) Bilingual Education.

1. Notwithstanding 603 CMR 7.15(9)(a), a core academic teacher assigned to provide instruction to an English learner in a bilingual education setting, such as dual language education or two-way immersion program, or transitional bilingual education program, must be properly qualified in the field and grade level of the assignment, and hold the appropriate endorsement, as follows:

- a. A core academic teacher responsible for the instructional component provided in a language other than English must hold the Bilingual Education Endorsement.
- b. A core academic teacher responsible for the instructional component provided in English must hold the Bilingual Education Endorsement or the SEI Endorsement.

2. Notwithstanding 603 CMR 7.15(9)(a), a principal, assistant principal, or supervisor/director who supervises or evaluates a core academic teacher assigned to provide instruction to an English learner in a bilingual education setting, such as dual language education or two-way immersion program, or transitional bilingual education program, must hold the Bilingual Education Endorsement or the SEI Endorsement.

3. For purposes of 603 CMR 7.15(9)(c)1. and 2., a valid Transitional Bilingual Education license or Transitional Bilingual Learning endorsement issued by the Department, shall be deemed the equivalent of the Bilingual Education Endorsement.

(d) 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.

(e) Provisional Licenses. Persons holding Provisional 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.

(f) Conditions for Employment as a Supervisor of Attendance.

1. No person shall be eligible for employment by a school committee as a supervisor of attendance unless such person either holds a Supervisor of Attendance certificate that was issued under 603 CMR 13.00: *Certification of Supervisors of Attendance* prior to June 30, 2017 or meets the following requirements:

- a. Demonstration of knowledge of the laws concerning school attendance and of services available to children with attendance problems.
- b. Possession of one of the following:
 - i. Two years of experience working as a parole, probation or law enforcement official whose major responsibilities have been working with juveniles and/or in home investigations.
 - ii. A minimum of 18 graduate credits in psychology, school counseling and/or social work at an accredited college.
 - iii. An Initial or Professional Massachusetts License as a School Counselor, School Psychologist, School Social Worker/School Adjustment Counselor.
 - iv. An Initial or Professional Massachusetts administrator license with at least one course in psychology, school counseling and/or social work at an accredited college.
 - v. A combination of experience working with school-age children in a school setting or a non-school setting deemed acceptable by the Department and education in psychology, guidance and/or social work at an accredited college.

2. A school committee, upon its request, may be exempted by the Department from requirements listed in 603 CMR 7.15(9)(e)1. for any one school year when compliance therewith would in the opinion of the Department constitute a great hardship in securing supervisors of attendance for the town. Service as a supervisor of attendance may not be accepted as meeting the experience prerequisite unless it is served under a legally granted exemption. Exemptions under 603 CMR 7.15(9)(e)2. may not be granted by the Department for any person for more than three consecutive years.

7.15: continued

(10) Exemptions. The following are exempted from the provisions of M. G. L. c. 71, § 38G or M.G.L. c. 71A, § 6, which require the possession of an educator license:

- (a) All those exempted by statute or regulation including, but not limited to, temporary substitute teachers and exchange teachers;
- (b) Any person legally employed as an intern;
- (c) Any trade and vocational instructor, supervisor, school counselor or director, or administrator (except school business administrators employed on or after September 1, 1980) in vocational programs approved by the Commissioner under the provisions of M.G.L. c. 74;
- (d) Any trade and vocational school business administrator employed prior to September 1, 1980, as the chief fiscal officer of a school committee responsible for vocational programs;
- (e) Any school nurse employed by a school district on or before June 18, 1993;
- (f) Any school librarian employed by a school district prior to May 2, 1960;
- (g) Any teacher employed by a school district to teach young children with disabilities prior to May 11, 1978.

(11) Role. The role covered by each license is defined by the title and requirements of the license. Superintendents and principals intending to employ an educator in a role not obviously defined by an existing license must determine the most appropriate license set forth in 603 CMR 7.00, or 603 CMR 4.00: *Vocational Technical Education* by comparing the actual duties and responsibilities of that role with the license requirements.

(12) Public Record. Each school district shall maintain as a public record, in a central location or in each school, a list of all staff members whose employment is governed by 603 CMR 7.00, indicating the role in which each is employed and the credential that authorizes such employment.

(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 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 603 CMR 7.15(13) 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 7.15(13)(a) or to seek a determination of a critical shortage, pursuant to 603 CMR 7.15(13)(b).

7.15: continued

(d) The Commissioner may issue a waiver to a school district, including a charter school and an educational collaborative, from the educator qualification requirements in 603 CMR 7.15(9)(c)1.a., upon request of the superintendent or charter school leader and demonstration that the district, charter school or educational collaborative has made a good faith effort to hire personnel with the Bilingual Education Endorsement, and has been unable to find a candidate with the Bilingual Education Endorsement who is qualified for the position. Provided that the submission requirements in 603 CMR 14.04(4) shall continue to apply to any district or charter school that intends to offer a new Sheltered English Immersion or alternative English learner education program and that applies for a waiver under this subsection. Starting July 1, 2019, persons employed under a waiver must demonstrate that they meet the requirement in 603 CMR 7.14(3)(a)1. and any other requirements established by the Department. The waiver shall be valid for a period of one school year, and may be renewed at the Commissioner's discretion.

(14) Implementation.

(a) Between March 7, 2009 and June 30, 2012, candidates for the following Provisional 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 603 CMR 7.14(14)(g) 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 extend 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 Provisional 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 Provisional 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 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.

(e) 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.

(f) Individuals who apply and complete all requirements for Teacher licensure prior to July 1, 2016, may qualify for a license by meeting the requirements under 603 CMR 7.08 in effect prior to February 1, 2014.

(g) Starting on July 1, 2019, individuals who hold more than one Provisional License will have no more than five total years of prospective employment under the Provisional Licenses.

(h) Individuals who apply and complete all requirements to licensure prior to July 1, 2019, may qualify for that license by meeting the requirements under 603 CMR 7.00 in effect prior to June 27, 2017.

(i) Individuals who apply no later than March 17, 2023 and complete all licensure requirements no later than March 17, 2025, may qualify for that license by meeting the requirements under 603 CMR 7.00 that were in effect on February 1, 2023.

REGULATORY AUTHORITY

603 CMR 7.00: M.G.L. c. 69, § 1B; c. 69, §§ 1J and 1K, as amended by St. 2010, c. 12, § 3, c. 71, §§ 38G, 38G ½, c. 71A, § 10, c. 76, § 19.