

Amendments voted by the Board of Education January 28, 2003

603 CMR 7.00 Regulations for Educator Licensure and Preparation Program Approval

Section

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7.01: Purpose and Authority

- (1) Purpose. The provisions of 603 CMR 7.00 are intended to accomplish several major objectives:
 - (a) Strengthen the subject matter knowledge required for each license;
 - (b) Strengthen the subject matter knowledge required for the teaching of reading for all teacher licenses;
 - (c) Clarify and strengthen the professional standards for practice for teachers and administrators;
 - (d) Clarify alternate ways in which prospective teachers and administrators can be prepared for a career in education;
 - (e) Strengthen safeguards for parents and students by requiring strong induction programs and three years of employment before new teachers can obtain a Professional license;
 - (f) Prepare educators to help all students achieve; and
 - (g) Strengthen accountability for providers of preparation programs by linking state approval to the performance of their candidates on state licensing tests and performance assessments.

- (2) Authority. 603 CMR 7.00 is promulgated by the Board of Education pursuant to M. G. L. c. 71, § 38G.

7.02: Definitions

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

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.

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.

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. For a post-baccalaureate student, a Bachelor of Science or Bachelor of Arts degree resulting from the completion of an undergraduate program in which the student has satisfactorily met its requirements.

Board: The Massachusetts Board of Education.

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

Commissioner: The Commissioner of 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 for Teacher Licenses: The process for reviewing and recommending candidates for teacher licensure in a field for which there is no subject matter knowledge test, using Department guidelines.

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

Department: The Massachusetts Department of Education.

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

Educator Preparation Program: A program approved by the Commissioner to prepare individuals for educator licensure.

Field-Based Experience: Experiences such as observation of a variety of classrooms, pre-practicum, practicum, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators.

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 renewed at the discretion of the Commissioner for an additional five years. This license is equivalent to a provisional educator certificate with advanced standing as defined in M. G. L. c. 71, § 38G.

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

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

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

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

NASDTEC Interstate Contract: The contract 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.

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

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

Pre-practicum: Early field-based experiences in a variety of educational settings, 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 Administrators as set forth in 603 CMR 7.10. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.

Professional License: An educator's license issued to a person who has met the requirements for an Initial license in that field and met requirements established by the

Board set forth in 603 CMR 7.04 (c), 7.09, or 7.11. The Professional license is valid for five years and renewable for additional five-year terms as set forth in 603 CMR 44.00. This license is equivalent to a standard educator certificate as defined in M. G. L. c. 71, § 38G.

Program Approval: State authorization of an educator preparation program or its sponsoring organization to endorse and recommend program completers for educator licensure. 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 or recommended for licensure by the program or its sponsoring organization.

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

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

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

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

Sponsoring Organization: College, university, school district, professional association, or other 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.

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, 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).

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

7.03: Educator Preparation Program Approval

(1) Program Approval.

- (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 programs are eligible for licensure reciprocity with other states that are parties to the NASDTEC Interstate Contract.
- (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 is authorized to do the following:
 1. Endorse a candidate who has completed an approved program.
 2. Recommend a candidate for licensure, providing such candidate has both completed an approved program and passed all MTEL tests required for the Massachusetts license.
- (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 that it satisfies the requirements set forth in 603 CMR 7.03 (2) and (3) for each program for which approval is sought. The Department of Education shall review the written information for each proposed program and verify it through an onsite review at the sponsoring organization. The Department shall use the same standards in reviewing all programs and sponsoring organizations for approval.
- (e) Program approval will be for a period of five years, unless the program ceases to meet the requirements set forth in 603 CMR 7.03 (2) and (3).

- (f) During the five-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 five-year program review.

(2) Required Program Components

- (a) Initial License. All sponsoring organizations and approved programs leading to the Initial license shall provide the following components:
1. Preparation that addresses the following:
 - a. Subject matter knowledge requirements for the license
 - b. Knowledge of appropriate student learning standards in Massachusetts Curriculum Frameworks.
 - c. Professional Standards for Teachers or Administrators (603 CMR 7.08 and 7.10), including the use of Massachusetts Curriculum Frameworks in instruction.
 - d. Application of knowledge in practice.
 2. Pre-practicum.
 3. Practicum or practicum equivalent.
 4. Assessment of candidate performance during the practicum or practicum equivalent, using guidelines developed by the Department.
 5. Appropriate services for advising candidates.
 6. Official transcripts of all candidates enrolled in each program.
 7. An annual report to the Department that includes the following information:
 - a. Substantial changes in program components previously approved.
 - b. Responses to any recommendations for improvement stated in previous program approval reports.
 - c. Standards and requirements for program admission, admission to the practicum or practicum equivalent, and exit from each program.
 - d. Number of candidates newly enrolled in each program.
 - e. Number of candidates newly enrolled in the practicum or practicum equivalent for each program.
 - f. Number and total list of program completers for each program.
 - g. Number and total list of program completers taking Massachusetts educator licensure tests and the explanation for any difference between 603 CMR 7.03 (2) (a) 7. f. and g.
 - h. Number and total list of program completers who sought and of those, who obtained a teaching position within the first year after program completion.
 - i. Single assessment and aggregate pass rates of program completers of all programs leading to Initial educator licensure on licensing tests or assessments required by the Board.

- j. The sponsoring organization's summary pass rate, for completers of all programs leading to Initial licensure as a teacher, on licensing tests or assessments required by the Board.
 - (b) Professional License. Approved programs leading to the Professional license shall demonstrate the following components:
 - 1. Preparation that satisfies the requirements in 603 CMR 7.04 (2) (c) 5. b., c., or f.
 - 2. Appropriate services for advising candidates.
 - 3. Official transcripts of all candidates enrolled in the program.
 - 4. An annual report to the Department that includes the following information:
 - a. Substantial changes in program components previously approved.
 - b. Responses to any recommendations for improvement stated in the previous program approval report.
 - c. Standards for admission to and exit from each program.
 - d. Number of candidates newly enrolled in each program.
 - e. Number and total list of program completers for each program.
- (3) Required minimum pass rate.
- (a) All sponsoring organizations with approved programs and each approved program shall demonstrate an 80% pass rate of program completers who take state licensing tests and assessments required for Initial licensure in the field of preparation.
 - 1. For sponsoring organizations, this shall be the summary pass rate.
 - 2. For each approved program, this shall be the single assessment pass rate for subject matter tests or the aggregate pass rate for the Communication and Literacy Skills Test where there is no subject matter test.
 - (b) Sponsoring organizations and each of their approved programs shall report pass rates only when there are ten or more in a cohort of completers who take a test.
 - (c) The sponsoring organization shall publish, in official organizational publications, the initial and cumulative pass rates, for each cohort of program completers who take required state licensure tests:
 - 1. Reading subtest (single assessment pass rate).
 - 2. Writing subtest (single assessment pass rate).
 - 3. Communication and Literacy Skills Test (aggregate pass rate).
 - 4. Each Subject Matter Knowledge Test (single assessment pass rate).
 - 5. All Subject Matter Knowledge Tests (aggregate pass rate).
 - 6. All tests of subject matter knowledge and communication and literacy skills (summary pass rate).
 - (d) Organizations with fewer than ten program completers in any cohort shall aggregate the pass/fail status of test-takers over multiple years until the number of completers who take tests reaches ten. At that point, an organization shall be subject to the requirements set forth in 603 CMR 7.03 (3) (a) 2. and (c) 5., providing that approval shall not be revoked until the organization has a second total of at least ten new program completers who take required state licensure tests.

- (e) Programs with fewer than ten program completers in any cohort are not obligated to report pass rates for such programs, and those with at least ten program completers in any cohort shall be subject to the requirements set forth in 603 CMR 7.03 (3) (a) 2. and (c) 4.

- (4) Revoking Approval of Individual Preparation Programs.
- (a) Any program that fails to demonstrate that it satisfies all of the requirements set forth in 603 CMR 7.03 (2) and (3) shall be subject to review and possible revocation of approval.
 - (b) The Department may initiate a review of such a program and request an improvement plan. The Department shall offer technical assistance where appropriate.
 - (c) The sponsoring organization shall submit an improvement plan to the Department for programs that are under review. The Department will monitor progress in meeting the goals of the improvement plan. If, after two years under review, a program has not made satisfactory progress, its approval may be revoked. The Commissioner may extend the review for a third year if additional data must be collected, e.g., for small programs.
 - (d) The Commissioner will make the final determination regarding revocation of state approval of an individual program.
- (5) Revoking Approval of Sponsoring Organizations.
- (a) Any sponsoring organization that fails to meet an 80% pass rate on all required state licensure tests taken by its program completers in any year (summary pass rate) or to demonstrate that it satisfies any other Program Components set forth in 603 CMR 7.03 (2) shall be subject to revocation of approval of all its programs and shall be referred to the Commissioner for review.
 - (b) The Commissioner shall initiate a review of all the programs offered by a sponsoring organization that has been referred for review and issue a report. Such report shall identify potential areas for improvement of those programs and offer technical assistance where appropriate.
 - (c) A sponsoring organization that has been referred for review shall have 60 days to submit an improvement plan to the Department. The Department will monitor progress in meeting the goals of the improvement plan for two years. At the end of two years the Commissioner shall make a determination as to whether the organization has made satisfactory progress.
 - 1. Sponsoring organizations whose programs have achieved an 80% pass rate on all required state licensure tests taken by program completers (summary pass rate) and satisfy all other Program Components set forth in 603 CMR 7.03 (2) shall be taken off review.
 - 2. Sponsoring organizations whose programs have not achieved an 80% pass rate on all required state licensure tests taken by program completers (summary pass rate) but have made satisfactory progress shall be monitored for one more year.
 - 3. Sponsoring organizations whose programs have not achieved an 80% pass rate on all required state licensure tests taken by program completers (summary pass rate) and who have not made satisfactory progress shall be designated as "at risk of becoming low performing" in the state's annual report to the U.S. Department of Education.
 - (d) If, after three years under review, a sponsoring organization fails to achieve an 80% pass rate on all required state licensure tests taken by program completers

(summary pass rate), the Commissioner shall designate the organization as "low performing" and recommend that the Board of Education revoke approval of all of the sponsoring organization's educator preparation programs. The Board will make the final determination.

- (6) Restoring Approval of Individual Programs and Sponsoring Organizations.
- (a) A sponsoring organization must wait two years after revocation 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) and (3).
 - (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) and (3). Programs that demonstrate that they satisfy the requirements set forth in 603 CMR 7.03 (2) will be allowed to recruit students.
 - (c) Upon demonstration of an 80% pass rate on all required state licensure tests taken by the first cohort of program completers (summary pass rate), the Commissioner will restore approval to the program or sponsoring organization, providing it continues to satisfy the requirements set forth in 603 CMR 7.03 (2) and (3).

- (7) Implementation
- (a) All programs approved prior to October 1, 2001 must comply with 603 CMR 7.03 by October 1, 2003.
 - (b) Sponsoring organizations seeking approval of new programs after October 1, 2001 must comply with 603 CMR 7.03.
 - (c) Individuals who complete an approved preparation program after October 1, 2003 will have to meet the requirements in 603 CMR 7.00 to qualify for licensure.

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

- (1) Types of Licenses.
- (a) Preliminary
 - (b) Initial
 - (c) Professional
 - (d) Temporary
- (2) Requirements for Teacher Licensure.
- (a) Preliminary. This is available only for licenses under 603 CMR 7.04 (3) (a)
 - 1. Possession of a bachelor's degree.
 - 2. Passing score on the Communication and Literacy Skills test.
 - 3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06, where available.
 - 4. Competency Review for candidates seeking the following licenses:

- a. Teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, and teacher of the visually impaired.
 - b. Fields for which there is no subject matter knowledge test available.
 - 5. Additional requirements for the early childhood, elementary, teacher of students with moderate disabilities, and teacher of the visually impaired licenses:
 - a. Seminars or courses that address the teaching of 1) reading, 2) English language arts, and 3) mathematics.
 - b. Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
 - c. Passing score on the Foundations of Reading test.
 - 6. Additional requirements for the teacher of students with severe disabilities and teacher of the deaf and hard of hearing licenses:
 - a. Seminars or courses that address the teaching of 1) reading, 2) English language arts, and 3) mathematics.
 - b. Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
 - 7. Evidence of sound moral character.
- (b) Initial
- 1. Possession of a bachelor's degree.
 - 2. Passing score on the Communication and Literacy Skills test.
 - 3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07. Where no test has been established, completion of an approved program will satisfy this requirement.
 - 4. Seminars or courses that address the Professional Standards set forth in 603 CMR 7.08.
 - a. Field-based experiences in varied settings and integrated into courses or seminars that address Professional Standards for Teachers.
 - b. Supervised practicum or a practicum equivalent in the field and at the level of the license sought.
 - 5. Evidence of sound moral character.
- (c) Professional
- 1. Possession of an Initial license in the same field prior to beginning any of the program options in 603 CMR 7.04 (2) (c) 5 except e.
 - 2. Completion of a one-year induction program with a mentor.
 - 3. At least three full years of employment in the role of the license.
 - 4. At least 50 hours of a mentored experience beyond the induction year, which may be fulfilled as part of a program option in 603 CMR 7.04 (2) (c) 5.
 - 5. Completion of one of the following:
 - a. A Department-sponsored Performance Assessment Program.
 - b. An approved district-based program of at least 50 contact hours of content-based seminars beyond the induction year.

- c. An approved master's degree program for the Professional, in the same field as an individual's Initial license and in an education school.
 - i. For early childhood, elementary, physical education, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard of hearing, teacher of the visually impaired, and other teacher licenses at levels PreK-8: an approved master's degree program in which at least half the credits are in either (1) upper-level undergraduate or graduate courses in arts or sciences or in professional schools other than education, in the academic disciplines appropriate to the instructional field of the license sought, or (2) pedagogical courses, beyond those for the Initial license, based on the academic discipline, developed or taught in collaboration with experts who hold at least a master's degree in that discipline or who hold a full-time faculty position in that discipline in the arts or sciences or appropriate professional school other than education.
 - ii. For specialist teacher licenses and teacher licenses at levels 5-12 and All: an approved master's degree program in which at least half the credits are in upper-level undergraduate or graduate level courses in arts or sciences courses or in professional schools other than education, in the academic disciplines appropriate to the instructional field of the license sought.
 - iii. For teacher licenses at levels 8-12: an approved master's degree program in which at least half the credits are in graduate level courses in arts or sciences or in professional schools other than education, in the academic disciplines appropriate to the instructional field of the license sought.
- d. Programs leading to eligibility for master teacher status, such as those sponsored by the National Board for Professional Teaching Standards and others accepted by the Commissioner.
- e. A master's degree program or other advanced graduate program in the discipline relevant to the license sought in a graduate or professional school other than education in an accredited college or university.
- f. For those who have already completed a master's degree program or other advanced graduate program, an approved non-degree, 18 credit program (where one credit is equivalent to 15 contact hours) in which at least half the credits are in the academic disciplines related to the license sought and in which any pedagogy courses are advanced beyond those for the Initial license.
 - i. For teacher licenses at levels PreK-8, 5-12, and All and for specialist teacher licenses: an approved program in which at least half the credits are in upper-level undergraduate or graduate courses in arts or sciences or in professional schools other than education, in the academic disciplines appropriate to the instructional field of the license sought.

- ii. For teacher licenses at levels 8-12: an approved program in which at least half the credits are in graduate level courses in arts or sciences or in professional schools other than education, in the academic disciplines appropriate to the instructional field of the license sought.

(d) Temporary

1. Possession of a valid educator license or certificate from another state or jurisdiction of a type comparable to at least an Initial license in Massachusetts.
2. At least three years of employment under such valid license or certificate.
3. Has not failed any part of the applicable licensure tests required by 603 CMR 7.04 (2) (a) 2 and 3.
4. Evidence of sound moral character.

(3) Licenses Issued. The following licenses will be issued and will be valid for employment at the grade levels indicated:

(a) Teacher Licenses and Levels

1. Biology	5-8; 8-12
2. Business	5-12
3. Chemistry	5-8; 8-12
4. Dance	All
5. Early Childhood: Teacher of Students With and Without Disabilities	PreK-2
6. Earth Science	5-8; 8-12
7. Elementary	1-6
8. English	5-8; 8-12
9. English as a Second Language (ESL)	PreK-8; 5-12
10. Foreign Language	PreK-6; 5-12
11. General Science	1-6; 5-8
12. Health/Family and Consumer Sciences	All
13. History	1-6; 5-8; 8-12
14. Instructional Technology	All
15. Latin and Classical Humanities	5-12
16. Library	All
17. Mathematics	1-6; 5-8; 8-12
18. Middle School: Humanities	5-8
19. Middle School: Mathematics/Science	5-8
20. Music: Vocal/Instrumental/General	All
21. Physical Education	PreK-8; 5-12
22. Physics	5-8; 8-12
23. Political Science/Political Philosophy	5-8; 8-12
24. Speech	All
25. Teacher of Students with Moderate Disabilities	PreK-8; 5-12
26. Teacher of Students with Severe Disabilities	All
27. Teacher of the Deaf and Hard-of-Hearing	All
28. Teacher of the Visually Impaired	All
29. Technology/Engineering	5-12
30. Theater	All

31. Visual Art	PreK-8; 5-12
(b) Specialist Teacher Licenses and Levels	
1. Academically Advanced	PreK-8
2. Reading	All
3. Speech, Language, and Hearing Disorders	All
4. Transitional Bilingual Education	Dependent on Prerequisite License
(c) Administrator Licenses and Levels	
1. Superintendent/Assistant Superintendent	All
2. School Principal/Assistant School Principal	PreK-6; 5-8; 9-12
3. Supervisor/Director	Dependent on Prerequisite License
4. Special Education Administrator	All
5. School Business Administrator	All
(d) Professional Support Personnel Licenses and Levels	
1. School Guidance Counselor	PreK-8; 5-12
2. School Nurse	All
3. School Psychologist	All
4. School Social Worker/School Adjustment Counselor	All

- (4) Requirements for Field-Based Experience for the Initial License. Field-based experiences are an integral component of any program for the preparation of educators. They must begin early in the preparation program (pre-practicum) and be integrated into the courses or seminars that address Professional Standards for Teachers or Professional Standards for Administrators.

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

Practicum or Practicum Equivalent Requirements are as follows:

(a) Early Childhood: Teacher of Students With and Without Disabilities (100 hours in PreK-K, 200 hours in 1-2; at least one setting must include children with disabilities)	300 hours
(b) Teacher, Grades 1-6	300 hours
(c) Teacher, Grades 5-8	150 hours
(d) Teacher, Grades 8-12	150 hours
(e) Teacher, Grades PreK-8	150 hours
(f) Teacher, Grades 5-12	150 hours
(g) Teacher, All (150 hours at each of any two of the following levels:	300 hours

PreK-6, 5-8, 8-12)	
(h) Library	200 hours
(i) Teacher of Students with Moderate Disabilities (for PreK-8, 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities; for 5-12, 150 hours in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 hours in a separate or substantially separate setting for students with moderate disabilities)*	*
(j) Teacher of Students with Severe Disabilities (at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting)	300 hours
(k) Specialist (unless otherwise indicated)	150 hours
(l) Superintendent/Assistant Superintendent	300 hours
(m) Principal/Assistant Principal	300 hours
(n) Supervisor/Director	300 hours
(o) Special Education Administrator	300 hours
(p) School Business Administrator	300 hours
(q) Professional Support Personnel (See individual license requirements)**	**

7.05: Routes to Initial Teacher and Specialist Teacher Licenses

- (1) Route One is for teacher candidates who receive their preparation in approved undergraduate programs. Route One cannot be used to prepare for a license as a library teacher. Candidates seeking licensure under Route One shall meet the following requirements:
 - (a) Bachelor's degree.
 - (b) For the elementary, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard of hearing, and teacher of the visually impaired licenses: at least 36 semester hours in upper and lower level arts and sciences coursework covering composition; American literature; world literature, including British literature; U.S. history from colonial times to the present; world history, including European history, from ancient times to the present; geography; economics; U.S. government including founding documents; child development; science laboratory work; and appropriate mathematics and science coursework. Some of this coursework might also count toward the required arts or sciences major or general education requirements.
 - (c) For the middle school license: 36 semester hours in a mathematics/science or English/history program of studies. This does not exclude the possibility of obtaining a single subject license in any of these subjects for grades 5-8.

- (d) For the general science license: at least 36 semester hours addressing the topics for the general science license.
 - (e) Pre-practicum, together with seminars or courses that address the Professional Standards for Teachers set forth in 603 CMR 7.08.
 - (f) Successful completion of a supervised practicum in the field and at the level for the license sought.
 - (g) Passing score on the Communication and Literacy Skills test.
 - (h) Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07.
- (2) Route Two is for teacher candidates who receive their preparation in approved post-baccalaureate programs, including approved alternative programs. Teacher candidates seeking licensure under Route Two must meet the following requirements:
- (a) Bachelor's degree.
 - (b) Pre-practicum or practicum equivalent, together with seminars or courses that address the Professional Standards for Teachers set forth in 603 CMR 7.08.
 - (c) Successful completion of a supervised practicum or practicum equivalent in a post-baccalaureate program (e.g., a master's program, summer program, or a year-round non-degree program) in the field and at the grade level for the license sought.
 - (d) Passing score on the Communication and Literacy Skills test.
 - (e) Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements in 603 CMR 7.06 and 7.07.
- (3) Route Three is for teacher candidates who hold a Preliminary license, serve in a school but are not hired as teachers of record, have not completed a practicum or practicum equivalent and related pedagogical coursework, and will receive their preparation in approved programs for apprentices. Such candidates shall serve an apprenticeship in a classroom under the direct supervision of a teacher who holds an appropriate license. Candidates seeking licensure under Route Three shall meet the following requirements:
- (a) Possession of a Preliminary license in the field of the license sought. See 603 CMR 7.04 (2) (a).
 - (b) Early field-based experience together with seminars or courses that address the Professional Standards for Teachers set forth in 603 CMR 7.08.
 - (c) Successful completion of an apprenticeship of at least one half year, with a supervising classroom teacher present, during the school year in the field and at the educational level for the license sought, including a practicum equivalent.
- (4) Route Four is for teacher candidates who hold a Preliminary license, are hired as teachers of record, have not completed a practicum and related pedagogical study, are assigned to a mentor, and will receive their preparation in approved programs except as provided in 603 CMR 7.05 (4) (d). Candidates seeking licensure under Route Four shall meet the following requirements:

- (a) Possession of a Preliminary license in the field of the license sought. See 603 CMR 7.04 (2) (a).
 - (b) Early field-based experience together with seminars or courses that address the Professional Standards for Teachers set forth in 603 CMR 7.08.
 - (c) Successful completion of a practicum equivalent.
 - (d) If the school district does not have an approved program, candidates seeking an Initial license in a core academic subject at any level may demonstrate that they meet 603 CMR 7.05 (4) through a Panel Review providing they meet the following requirements:
 - 1. Possession of a Preliminary license in a core academic subject.
 - 2. At least three full years of employment in the role of the Preliminary license.
 - 3. Documentation of seminars, courses, and experience relevant to the license sought.
 - 4. A recommendation from the principal of each school where the candidate was employed under the Preliminary license.
- (5) Route Five is for candidates who have completed an approved educator preparation program outside Massachusetts. Candidates seeking licensure under Route Five shall meet the following requirements:
- (a) Evidence of one of the following:
 - 1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Contract.
 - 2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by the National Council for Accreditation of Teacher Education (NCATE).
 - 3. Possession of a Regional Credential.
 - 4. Possession of a license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Contract and three years of employment under such license/certificate during the previous seven years.
 - (b) Passing score on the Communication and Literacy Skills test.
 - (c) Passing score on the subject matter knowledge test(s) appropriate to the license sought, where available, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07.

7.06: Subject Matter Knowledge Requirements for Teachers

- (1) Biology (Levels: 5-8; 8-12)
 - (a) Biology of organisms, especially that of humans, including characteristics and classifications of organisms.
 - (b) Cells and cell theory.
 - (c) Ecology and evolutionary biology.
 - (d) Matter and energy in ecosystems.
 - (e) Genetics, including chromosome structure and function and inheritance.
 - (f) Molecular biology.
 - (g) Related aspects of chemistry, physics, earth science, and mathematics, such as statistics.

- (h) Engineering and technical applications of biology.
 - (i) History and philosophy of science.
 - (j) Methods of research in the sciences, including laboratory techniques and the use of computers.
- (2) Business (Levels: 5-12)
- (a) Business communications.
 - (b) Business management.
 - (c) Human resource management.
 - (d) State and federal business law.
 - (e) Business marketing.
 - (f) Accounting principles and procedures.
 - (g) Business technology and information systems.
 - (h) Macro- and microeconomics.
 - (i) Business mathematics.
 - (j) Principles and procedures related to entrepreneurship.
- (3) Chemistry (Levels: 5-8; 8-12)
- (a) Inorganic chemistry.
 - (b) Organic chemistry.
 - (c) Analytical chemistry.
 - (d) Physical chemistry.
 - (e) Biochemistry.
 - (f) Related aspects of biology, physics, earth science, and mathematics, such as statistics and calculus.
 - (g) Engineering and technical applications of chemistry.
 - (h) History and philosophy of science.
 - (i) Methods of research in the sciences, including laboratory techniques and the use of computers.
- (4) Dance (Levels: All)
- (a) Dance technique, including skills and kinesthetic concepts of ballet, modern, jazz, tap, social, and folk dance.
 - (b) Choreography, including elements and principles of design, rhythm, dynamics, form, improvisation, and composition.
 - (c) Dance production, including costumes, lighting, sound, promotion, and management.
 - (d) History of Western dance performance, including historical periods, major stylistic traditions, and major artists.
 - (e) History of American dance performance from circa 1650.
 - (f) Introductory knowledge of dance traditions across the world.
 - (g) Children's dance, movement exploration, and improvisation.
 - (h) Artistic development of children and adolescents in dance.
 - (i) Dance criticism: analysis and critique of dance works and performance.
- (5) Early Childhood: Teacher of Students With and Without Disabilities (Levels: PreK-2)

- (a) The following topics will be addressed on a Foundations of Reading test:
 - 1. Reading theory, research, and practice.
 - a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
 - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
 - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
 - 2. Development of a listening, speaking and reading vocabulary.
 - 3. Theories on the relationships between beginning writing and reading.
 - 4. Theories of first and second language acquisition and development.
 - (b) The following topics will be addressed on a test of other subject matter knowledge:
 - 1. English language arts
 - a. Children's literature: genres, literary elements, literary techniques, vocabulary demands.
 - b. Approaches and practices for developing skill in using writing tools.
 - c. Writing process and formal elements of writing.
 - 2. Basic principles and concepts related to PreK-2 grade mathematics in number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
 - 3. Basic principles and concepts of the physical and life sciences appropriate to the PreK-2 grades.
 - 4. Basic principles and concepts of history, geography, government, and economics appropriate to the PreK-2 grades.
 - 5. Basic theories of cognitive, social, physical, language, and emotional development in children and adolescents, including learning through play, as they apply to children with and without disabilities.
 - 6. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
 - (c) Topics in basic principles and concepts of the arts, health, and physical education appropriate to the PreK-2 grades shall be included in an approved program but will not be addressed on a written test of subject matter knowledge.
- (6) Earth Science (Levels: 5-8; 8-12)
- (a) Geology.
 - (b) Oceanography.
 - (c) Astronomy.
 - (d) Environmental biology, physics, and chemistry.
 - (e) Meteorology.
 - (f) Related aspects of chemistry, physics, biology, and mathematics.
 - (g) Engineering and technical applications of earth science.
 - (h) History and philosophy of science.
 - (i) Methods of research in the sciences, including laboratory techniques and the use of computers.

- (7) Elementary (Levels: 1-6)
- (a) The following topics will be addressed on the Foundations of Reading test:
1. Reading theory, research, and practice.
 - a. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
 - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
 - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
 2. Development of a listening, speaking, and reading vocabulary.
 3. Theories on the relationships between beginning writing and reading.
 4. Theories of first and second language acquisition and development.
- (b) The following topics will be addressed on the General Curriculum test:
1. English.
 - a. Children's and young adult literature.
 - b. Adult literature, classical and contemporary works.
 - c. Genres, literary elements, and literary techniques.
 - d. Nature, history, and structure of the English language: lexicon and grammar.
 - e. Approaches and practices for developing skill in using writing tools.
 - f. Writing process and formal elements of writing.
 2. Mathematics. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
 3. History and Social Science.
 - a. Major developments and figures in Massachusetts, U.S., and world history, with stress on Western civilization.
 - b. Basic economic principles and concepts.
 - c. Basic geographical principles and concepts.
 - d. U.S. political principles, ideals, institutions, and processes, their history and development.
 4. Science and Technology/Engineering.
 - a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
 - b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
 - c. Principles and procedures of scientific inquiry.
 - d. History of major scientific and technological discoveries or inventions.
 - e. Safety issues related to science investigations.
 5. Child Development
 - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
 - b. Characteristics and instructional implications of moderately and severely disabling conditions.
- (c) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:

1. Basic principles and concepts in each of the visual and performing arts (art, music, drama/theater, dance).
2. Basic principles and practices in physical education.
3. Basic principles and practices related to personal and family health.

(8) English (Levels: 5-8; 8-12)

(a) Literature.

1. American literature including the Colonial Period; the Revolutionary Period; American Romanticism and the American Renaissance (to include Hawthorne, Emerson, Melville, Whitman, and Thoreau); the Civil War and the post-war period; and fiction, poetry, drama from the early 20th century to the present.
2. World literature including British literature (including the Anglo-Saxon period, the Middle Ages, the Renaissance, the Restoration and the 18th century, the Romantic Period, the Victorian Period, and the 20th century) and other European literature; literature of Africa, Latin America and Asia; Ancient Greek and Roman literature; the Bible as literature; world myths and folktales.
3. Characteristics of the different genres of literature.
4. Various schools of literary criticism.

(b) Language.

1. History and structure of the English language.
2. Knowledge of the rules and conventions of standard written and spoken English.

(c) Rhetoric and composition.

1. Principles of classical rhetoric.
2. Modern and contemporary theories of rhetoric.
3. Similarities and differences between oral and written communication.

(d) Reading theory, research, and practice at the middle and high school level.

(9) English as a Second Language (ESL) (Levels: PreK-8; 5-12)

- (a) Command of the English language, oral and written, at a level of proficiency set by the Board
- (b) Research and theories of second language acquisition at different age levels
- (c) Linguistics, including phonology, morphology, syntax, semantics, and pragmatics of English, other languages, and language variations
- (d) Theories and methods of instruction in reading and writing in a second language, including content based language teaching, sheltered subject matter teaching, combining the four language skills, and interactive approaches
- (e) Knowledge of the Massachusetts Curriculum Frameworks for mathematics, science, English language arts, and history and social science at the appropriate level
- (f) Language assessment procedures and instruments: selection, administration, and interpretation
- (g) Historical and legal bases for ESL and bilingual education
- (h) Fluency at an intermediate level in a language other than English

(10) Foreign Language (Levels: PreK-6; 5-12)

- (a) The following topics will be addressed on a subject matter knowledge test for the PreK-6 level:
1. Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language).
 2. Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language and of one other country with which the target language may now be associated.
 3. Introductory knowledge of contemporary political, social, and artistic features of the country of origin of the target language and of one other country with which the target language may now be associated.
 4. Children's literature, songs, and games in the target language.
 5. Characteristics of elementary reading and writing pedagogy in the target language.
 6. Similarities and differences between the target language and English.
 7. Theories of, and differences between, first and second language acquisition.
- (b) The topics set forth in 603 CMR 7.06 (10) (a) 1., 6., and 7. and the following topics will be addressed on a subject matter knowledge test for the 5-12 level:
1. Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language; literary traditions, periods, and genres.
 2. Introductory knowledge of the other arts (historical traditions, genres, and major artists) associated with the country of origin of the target language.
 3. Introductory knowledge of the political, social and intellectual history of the country or culture with which the target language is or was originally associated.
 4. Introductory knowledge of significant literary and non-literary texts, the arts, and history of at least one other country or people with which the target language may now be associated.

(11) General Science (Levels: 1-6; 5-8)

- (a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:
1. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
 2. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
 3. History and philosophy of science.
 4. Safety issues related to science investigations.
- (b) The topic set forth in 603 CMR 7.06 (11) (a) 3. and the following topics will be addressed on a subject matter knowledge test for the 5-8 level:
1. Intermediate knowledge of biology, chemistry, physics, earth/space science, and related mathematics.

2. Methods of research in the sciences, including laboratory techniques and the use of computers.

(12) Health/Family and Consumer Sciences (Levels: All)

- (a) Human growth and development: physical (anatomy and physiology), emotional/mental, social, intellectual, and moral.
- (b) Food science and nutrition.
- (c) Physical fitness.
- (d) Human sexuality.
- (e) Disease prevention and control.
- (f) First aid, safety, and injury prevention.
- (g) Tobacco, alcohol, and other substance abuse prevention.
- (h) Current topics in health education, including family violence, child abuse, suicide, sexually transmitted diseases (including AIDS), teen pregnancy, violence prevention, and eating disorders.
- (i) Parenting skills, early childhood education, and care.
- (j) Family and interpersonal relationships.
- (k) Public health functions and responsibilities.
- (l) Management skills for family/consumer health and finance.

(13) History (Levels: 1-6; 5-8; 8-12)

- (a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:
 1. United States history from the age of exploration to the Civil War.
 2. World history from human beginnings and ancient and classical civilizations of the Mediterranean area; and English and Western European history through the Enlightenment.
 3. Geography: major physical features of the world and key concepts of geography.
 4. Basic economic principles and concepts.
 5. United States political principles, institutions, and processes, their history and development.
 6. Major developments and figures in Massachusetts history.
- (b) The following topics will be addressed on a subject matter knowledge test for the 5-8 and 8-12 levels:
 1. United States History: indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological progress; the two World Wars; and the United States from 1945 to the present.
 2. World History: human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China); roots of Western civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; development of Asia, Africa, and South America;

age of revolutionary change in Europe; the world in the era of two World Wars; and the world from 1945 to the present.

3. Geography.
 - a. Major physical features of the world.
 - b. Key concepts of geography and its effects on various peoples.
4. Economics.
 - a. Fundamental economic concepts and economic reasoning.
 - b. American economic history.
5. Government.
 - a. Principles of American government and the Founding Documents of the United States.
 - b. Comparative government.
6. History and Philosophy of Science.
7. Methods and Sources for Research in History.

(14) Instructional Technology (Levels: All)

- (a) The following topics will be addressed on a test of subject matter knowledge:
 1. Technology tools for word processing, databases, spreadsheets, print/graphic utilities, multi- and hypermedias, presentations, videos for the purpose of formal and informal assessment, instruction, and administration for professional and instructional use.
 2. Communications and research tools such as email, world wide web, web browsers, and other online applications that link to the state standards and requirements, for professional and instructional use.
 3. Criteria for selection, evaluation, and use of appropriate computer/technology based materials to support a variety of instructional methods.
 4. Ethical and social issues surrounding privacy, copyright, and crime relating to educational technology and resources.
- (b) The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:
 1. Use of resources for adaptive/assistive devices that provide access for all students.
 2. Methods to support classroom teachers and other school personnel in improving student learning through appropriate use of technology in the classroom, including consultation techniques and professional development.

(15) Latin and Classical Humanities (Levels: 5-12)

- (a) Selections commonly read in secondary schools from the works of Cicero, Caesar, Catullus, Vergil, Horace, Ovid, and Pliny the Younger in the original Latin.
- (b) How English words are derived and formed from Greek and Latin prefixes, bases, and suffixes, and the influence of Greek and Latin on the technical vocabulary of the arts, sciences, and professions (medical and legal).
- (c) Works of Greek literature in translation including Herodotus, Homer, Plato, Sappho, Thucydides, and the four major dramatists.

- (d) Culture and history of ancient Greece and Rome, with emphasis on those elements that contributed to the foundation of modern Western civilization, including:
 1. Major myths and legends.
 2. Significant characteristics of classical art, architecture, and technology.
 3. Major genres of literature.
 4. Political, social, and economic institutions.
 - (e) Linguistics and theories of classical language acquisition.
 - (f) Methods of research and criticism as they apply to the study of Latin and classical humanities.
 - (g) Basic reading knowledge of the Greek language as demonstrated by ability to translate from the first book of Homer's Iliad or from Plato's Apology.
 - (h) Knowledge of grammar and syntax of classical Latin.
- (16) Library (Levels: All)
See Section 7.08 (3) for Professional Standards for Library Teachers.
- (a) Characteristics, uses, and design of information systems, for standard reference sources and appropriate technologies.
 - (b) Selection, acquisition, organization, and maintenance of information resources.
 - (c) Appropriate equipment for using information resources.
 - (d) Development, organization, management, and evaluation of school library media programs and resource centers.
 - (e) Literature for children and young adults.
 - (f) Selection, adaptation, and production of instructional materials.
 - (g) Federal and state laws and regulations pertaining to media, including those governing access to and reproduction of materials.
 - (h) Ethical issues affecting library media services.
 - (i) Community and governmental resources.
- (17) Mathematics (Levels: 1-6; 5-8; 8-12)
- (a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:
 1. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
 2. Algebra.
 3. Euclidean geometry.
 - (b) The following topics will be addressed on a subject matter knowledge test for the 5-8 level:
 1. Algebra.
 2. Euclidean geometry.
 3. Trigonometry.
 4. Discrete/finite mathematics.
 5. Introductory calculus through integration.
 6. History of mathematics.

- (c) The topics set forth in 603 CMR 7.06 (17) (b) and the following topics will be addressed on a subject matter knowledge test for the 8-12 level:
1. Abstract algebra.
 2. Number theory.
 3. Calculus through differential equations.
 4. Probability and statistics.
 5. Non-Euclidean and transformational geometries.
 6. Applied mathematics or mathematics modeling.
- (18) Middle School: Humanities (English and History) (Levels: 5-8)
- (a) English
1. Literature
 - a. American literature including the Colonial Period; the Revolutionary Period; American Romanticism and the American Renaissance (to include Hawthorne, Emerson, Melville, Whitman, and Thoreau); the Civil War and the post-war period; and fiction, poetry, and drama from the early 20th century to the present.
 - b. World literature including British literature (including the Anglo-Saxon period, the Middle Ages, the Renaissance, the Restoration and the 18th century, the Romantic Period, the Victorian Period, and the 20th century) and other European literature; literature of Africa, Latin America and Asia; Ancient Greek and Roman literature; the Bible as literature; world myths and folktales.
 - c. Characteristics of the different genres of literature.
 2. Language.
 - a. History and structure of the English language.
 - b. Knowledge of the rules and conventions of standard written and spoken English.
 3. Rhetoric and Composition.
 - a. Principles of classical rhetoric.
 - b. Similarities and differences between oral and written communication.
- (b) History.
1. United States History: indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological progress; the two World Wars; and the United States from 1945 to the present.
 2. World History: human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China); roots of Western Civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; age of revolutionary change in Europe; development of Asia, Africa, and South America; the world in the era of two World Wars; and the world from 1945 to the present.
 3. Geography.
 - a. Major physical features of the world.

- b. Key concepts of geography and its effects on various peoples.
- 4. Economics.
 - a. Fundamental economic concepts and economic reasoning.
 - b. American economic history.
- 5. Government: Principles of American government and the founding documents of the United States.
- 6. Methods and Sources for Research in History.
- (c) Reading theory, research, and practice at the middle school level.

(19) Middle School: Mathematics/Science (Levels: 5-8)

- (a) General Science.
 - 1. Intermediate knowledge of biology, chemistry, physics, earth/space science, and related mathematics.
 - 2. History and philosophy of science.
 - 3. Methods of research in the sciences, including laboratory techniques and the use of computers.
- (b) Mathematics.
 - 1. Algebra.
 - 2. Euclidean geometry.
 - 3. Trigonometry.
 - 4. Discrete/finite mathematics.
 - 5. Introductory calculus through integration.
 - 6. History of mathematics.
- (c) Reading theory, research, and practice at the middle school level.

(20) Music: Vocal/Instrumental/General (Levels: All)

- (a) The following topics will be addressed on the test of subject matter knowledge:
 - 1. Traditional Western music theory and harmony.
 - 2. Score reading and musical analysis.
 - 3. Music history and literature, including the following:
 - a. Western (European) - early Gregorian chant to present.
 - b. American music - 1650 to present (including ethnic folk, jazz, Broadway, and classic streams).
 - c. Introductory knowledge of at least two other musical traditions with contrasting compositional and performance characteristics and genres.
 - 4. Music criticism: analysis and critique of musical works and performance.
 - 5. Knowledge of at least one special approach to music education for students, such as Orff Schulwerk, Kodály, Dalcroze, Suzuki, Gordon.
 - 6. Musical development in children and adolescents.
 - 7. Introductory knowledge of choral literature and conducting techniques.
 - 8. Introductory knowledge of instrumental literature and conducting techniques.
- (b) The following topics shall be included in an approved program but will not be addressed on the test of subject matter knowledge:
 - 1. Singing skills and basic vocal production.
 - 2. Sight singing and music reading, using standard notation.
 - 3. Intermediate level of keyboard proficiency.

4. Use of technologies in music.
5. Advanced vocal proficiency.
6. Choral methods for treble, changing, and high school voices.
7. Advanced instrumental proficiency on one instrument.
8. Instrumental methods on strings, woodwinds, brass, percussion.

(21) Physical Education (Levels: PreK-8; 5-12)

- (a) Principles of developmentally sound physical health and fitness.
- (b) Lifespan growth, development, and nutrition.
- (c) History and foundations of kinesiology.
- (d) Range of appropriate play and sports for PreK-12 and the relevant motor skills.
- (e) Knowledge of appropriate physical and safety limitations, legal standards, tort liability, and first aid and Cardiac Pulmonary Resuscitation (CPR).
- (f) Knowledge of adaptations for students with disabilities.

(22) Physics (Levels: 5-8; 8-12)

- (a) Mechanics (including fluid mechanics).
- (b) Heat, heat transfer, and thermodynamics.
- (c) Kinetic theory of gases.
- (d) Light and geometric optics.
- (e) Electricity and magnetism.
- (f) Waves (sound and light).
- (g) The atom: its structure and the nucleus (including nuclear reactions).
- (h) Quantum theory of the atom.
- (i) Quantum theory of light.
- (j) Engineering and technical application of physics.
- (k) Related aspects of biology, chemistry, earth science and mathematics, such as trigonometry, vector analysis, and calculus.
- (l) History and philosophy of science.
- (m) Methods of research in the sciences, including laboratory techniques and the use of computers.

(23) Political Science/Political Philosophy (Levels: 5-8; 8-12)

- (a) Civics and Government.
 1. The founding documents of the United States and Massachusetts.
 2. American government and politics.
 3. Comparative government.
 4. Theories of political science or philosophy.
 5. International relations.
- (b) History.
 1. United States history.
 2. Western civilization.
 3. World history.
- (c) Geography.
 1. Major physical features of the world.
 2. Key concepts of geography and its effects on various peoples.

- (d) Economics.
 1. Fundamental economic concepts and economic reasoning.
 2. American economic history.
- (e) Methods and sources for research in the social sciences.

(24) Speech (Levels: All)

- (a) Classical, modern, and contemporary theories of rhetoric.
- (b) Role of oratory, public argument, and debate in democratic societies.
- (c) History of the public speaking lecture circuits of the 19th century.
- (d) Important orations in American history through the 20th century (including speeches made in other countries that have had an impact on American history).
- (e) How to compose and deliver a public speech.
- (f) Rules of evidence that should govern persuasive messages.
- (g) Persuasive techniques used by professional persuaders.
- (h) Parliamentary procedure and other essential elements in conducting meetings.
- (i) Structure of oral English, standard English usage, and appropriate speech in variety of situations.
- (j) Requirements for critical listening and responding to messages.
- (k) United States Supreme Court decisions on freedom of speech.
- (l) Strategies for managing fear of public speaking.

(25) Teacher of Students with Moderate Disabilities (Levels: PreK-8; 5-12)

- (a) Teachers seeking a license as a teacher of students with moderate disabilities for PreK-8 must meet the requirements set forth in 603 CMR 7.06 (25) (b) (c) and (d); those seeking this license for 5-12 must meet the requirements set forth in 603 CMR 7.06 (25) (b) and (d) and pass either the General Curriculum test or a subject matter test in one of the core academic subjects taught in 5-8 or 8-12 for which the Department issues a license.
- (b) The following topics will be addressed on the Foundations of Reading test:
 1. Reading theory, research, and practice.
 - a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
 - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
 - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
 2. Development of a listening, speaking, and reading vocabulary.
 3. Theories of the relationships between beginning writing and reading.
 4. Theories of first and second language acquisition and development.
- (c) The following topics will be addressed on the General Curriculum test:
 1. English
 - a. Children's and young adult literature.
 - b. Adult literature, classical and contemporary works.
 - c. Genres, literary elements, and literary techniques.
 - d. Nature, history, and structure of the English language: lexicon and grammar.

- e. Approaches and practices for developing skill in using writing tools.
 - f. Writing process and formal elements of writing.
2. Mathematics. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
 3. History and Social Science.
 - a. Major developments and figures in Massachusetts, U.S., and world history, with stress on Western civilization.
 - b. Basic economic principles and concepts.
 - c. Basic geographical principles and concepts.
 - d. U.S. political principles, ideals, institutions, and processes, their history and development.
 4. Science and Technology/Engineering.
 - a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
 - b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
 - c. Principles and procedures of scientific inquiry.
 - d. History of major scientific and technological discoveries or inventions.
 - e. Safety issues related to science investigations.
 5. Child Development.
 - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
 - b. Characteristics and instructional implications of moderately and severely disabling conditions.
- (d) The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:
1. Educational terminology for students with mild to moderate disabilities.
 2. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
 3. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities.
 4. Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavioral management principles.
 5. Knowledge of services provided by other agencies.
 6. Federal and state laws and regulations pertaining to special education.
- (26) Teacher of Students with Severe Disabilities (Levels: All)
- (a) The following topics will be addressed on the General Curriculum test:
1. English.
 - a. Children's and young adult literature.
 - b. Adult literature, classical and contemporary works.
 - c. Genres, literary elements, and literary techniques.
 - d. Nature, history, and structure of the English language: lexicon and grammar.
 - e. Approaches and practices for developing skill in using writing tools.

- f. Writing process and formal elements of writing.
- 2. Mathematics. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
- 3. History and Social Science.
 - a. Major developments and figures in Massachusetts, U.S., and world history, with stress on Western civilization.
 - b. Basic economic principles and concepts.
 - c. Basic geographical principles and concepts.
 - d. U.S. political principles, ideals, institutions, and processes, their history and development.
- 4. Science and Technology/Engineering.
 - a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
 - b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
 - c. Principles and procedures of scientific inquiry.
 - d. History of major scientific and technological discoveries or inventions.
 - e. Safety issues related to science investigations.
- 5. Child Development.
 - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
 - b. Characteristics and instructional implications of moderately and severely disabling conditions.
- (b) The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:
 - 1. Definitions, etiologies, and characteristics of severely disabling conditions.
 - 2. Theories, concepts, and methods of assessing physical, emotional, intellectual, and social development in children and adolescents.
 - 3. Theories of language development and the effects of disabilities on learning.
 - 4. Reading.
 - a. Reading theory, research, and practice.
 - i. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
 - ii. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
 - iii. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
 - b. Development of a listening, speaking, and reading vocabulary.
 - c. Theories on the relationships between beginning writing and reading.
 - d. Theories of first and second language acquisition and development.
 - 5. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
 - 6. How to design or modify curriculum, instructional materials, and classroom environments for students with severe disabilities.

7. Ways to prepare and maintain students with severe disabilities for general education classrooms; for example, use of behavioral management principles.
8. Knowledge of services provided by other agencies.
9. Knowledge of appropriate vocational or alternative school programs, or work-study and community-based opportunities and alternative high school programs and how to refer students to them.
10. Federal and state laws pertaining to special education.
11. Techniques for developing skills designed to facilitate placement in least restrictive environments.
12. Appropriate use of augmentative communication and other assistive technologies.
13. Source and operation of orthotic devices, medical technologies, and computer-moderated prosthetic devices.

(27) Teacher of the Deaf and Hard-of-Hearing: American Sign Language/Total Communication or Oral/Aural (Levels: All)

(a) The following topics will be addressed on the General Curriculum test:

1. English.
 - a. Children's and young adult literature.
 - b. Adult literature, classical and contemporary works.
 - c. Genres, literary elements, and literary techniques.
 - d. Nature, history, and structure of the English language: lexicon and grammar.
 - e. Approaches and practices for developing skill in using writing tools.
 - f. Writing process and formal elements of writing.
2. Mathematics. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
3. History and Social Science.
 - a. Major developments and figures in Massachusetts, U.S., and world history, with stress on Western civilization.
 - b. Basic economic principles and concepts.
 - c. Basic geographical principles and concepts.
 - d. U.S. political principles, ideals, institutions, and processes, their history and development.
4. Science and Engineering/Technology.
 - a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
 - b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
 - c. Principles and procedures of scientific inquiry.
 - d. History of major scientific and technological discoveries or inventions.
 - e. Safety issues related to science investigations.
5. Child Development.
 - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.

- b. Characteristics and instructional implications of moderately and severely disabling conditions.
- (b) The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:
 1. Theories of language acquisition for American Sign Language (ASL) and English in hearing and deaf and hard-of-hearing children.
 2. Theories on the relationship between ASL and the English language.
 3. Similarities and differences in the linguistic structure of ASL and English.
 4. Benefits and limitations of ASL, spoken English, and printed English for learning, and the instructional strategies for using them.
 5. Knowledge of how deaf people live their daily lives.
 6. Historical and current developments in deaf education in the United States and other countries.
 7. Features of family support and services.
 8. Similarities and differences between hearing and deaf and hard-of-hearing students in emotional, social, and intellectual development.
 9. Ways to prepare deaf and hard-of-hearing students for classrooms ranging from general education classrooms to schools for the deaf and hard of hearing.
 10. Design or modification of the curriculum and instructional materials for the deaf and hard-of-hearing.
 11. Modifications of theories of reading for hearing children necessary for the learning of reading by deaf and hard-of-hearing children.
 12. General and specific effects of hearing loss upon the production of speech and the reception of speech and other sounds.
 13. General and specific effects of visual processing and reception of a visual language and its acquisition.
 14. Anatomy and physiology of human speech, hearing, and language mechanisms.
 15. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results.
 16. Characteristics of types of amplification equipment and their uses by teachers and students.
 17. Medical, social, ethical, and educational research relating to the deaf and hard-of-hearing, including the effects of cochlear implants on language learning.
 18. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
 19. Federal and state laws pertaining to special education.
- (c) For the Teacher of the Deaf and Hard-of-Hearing: American Sign Language/Total Communication:
 1. Passing score on either a test of the teaching of reading to deaf and hard-of-hearing students approved by the Department or the Foundations of Reading test.
 2. Passing score on a test of American Sign Language approved by the Department.
- (d) For the Teacher of the Deaf and Hard of Hearing: Oral/Aural:

1. Passing score on the Foundations of Reading test, or a test of the teaching of reading to deaf and hard-of-hearing students approved by the Department.

(28) Teacher of the Visually Impaired (Levels: All)

(a) The following topics will be addressed on the General Curriculum test:

1. English
 - a. Children's and young adult literature.
 - b. Adult literature, classical and contemporary works.
 - c. Genres, literary elements, and literary techniques.
 - d. Nature, history, and structure of the English language: lexicon and grammar.
 - e. Approaches and practices for developing skill in using writing tools.
 - f. Writing process and formal elements of writing.
2. Mathematics. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
3. History and Social Science.
 - a. Major developments and figures in Massachusetts, U.S., and world history, with stress on Western civilization.
 - b. Basic economic principles and concepts.
 - c. Basic geographical principles and concepts.
 - d. U.S. political principles, ideals, institutions, and processes, their history and development.
4. Science and Engineering/Technology.
 - a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
 - b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
 - c. Principles and procedures of scientific inquiry.
 - d. History of major scientific and technological discoveries or inventions.
 - e. Safety issues related to science investigations.
5. Child Development.
 - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
 - b. Characteristics and instructional implications of moderately and severely disabling conditions.

(b) The following topics will be addressed on the Foundations of Reading test:

1. Reading theory, research, and practice.
 - a. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
 - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
 - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
2. Development of a listening, speaking, and reading vocabulary.
3. Theories on the relationships between beginning writing and reading.

4. Theories of first and second language acquisition and development.
- (c) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:
 1. Similarities and differences between visually impaired and non-visually impaired children in emotional, social, physical, and intellectual development.
 2. Anatomy and physiology of the eye and visual abnormalities.
 3. Historical and current developments in education of the visually impaired in the United States and other countries.
 4. How to use state-of-the-art diagnostic information.
 5. Medical and educational research related to the visually impaired.
 6. Use of Grade II Braille and the Nemeth Code.
 7. Use of assistive technology such as low-vision devices.
 8. Design or modification of the curriculum and instructional materials for the visually impaired.
 9. Ways to prepare visually impaired students for, classrooms ranging from general education classrooms to schools for the visually impaired.
 10. Features of family support and services.
 11. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
 12. Federal and state laws pertaining to special education.

(29) Technology/Engineering (Levels: 5-12)

- (a) Nature of engineering and technology systems.
- (b) Engineering concepts in specific fields: manufacturing, construction, communication, power, energy, and transportation technologies.
- (c) Engineering design and technology development process.
- (d) How to use tools, machinery, and materials properly and safely.
- (e) Environmental effects of engineering/technology.
- (f) Skill in technical reading and writing.
- (g) Requisite topics in mathematics and physical sciences.

(30) Theater (Levels: All)

- (a) Principles of acting, including improvisation methods, styles, and techniques for developing voice, movement and characterization.
- (b) Principles of dramatic structure and processes of playwriting, playmaking, and adaptation of literary works for the theater.
- (c) Fundamentals of directing, including selection of material, script analysis, and techniques and procedures for rehearsing and staging theatrical works.
- (d) Basics of stage and theater management.
- (e) Knowledge of theater production, including principles of design and basic tools and techniques of technical theater.
- (f) American dramatic literature in the 20th century.
- (g) British, European, and classical Greek dramatic literature: historical periods, major stylistic traditions, major works and writers.
- (h) History of drama.

- (i) Introductory knowledge of other world drama in its cultural and historical contexts.
 - (j) Theater criticism: analysis and critique of works of theater and dramatic literature.
 - (k) Knowledge of theater for young audiences and dramatic literature for children.
 - (l) Appropriate practices in drama and theater education for children.
 - (m) Artistic development of children and adolescents in the theater arts.
- (31) Visual Art (Levels: PreK-8; 5-12)
- (a) Elements of art and the principles of design.
 - (b) Methods, materials, and techniques unique to the visual arts in: drawing, painting, sculpture, printmaking, collage, crafts, photography, film, and electronic technologies.
 - (c) Observation, abstraction, invention, and representation in visual art.
 - (d) Theories of artistic creativity and aesthetics; philosophies of prominent artists and art educators.
 - (e) Art criticism: concepts of style and stylistic change.
 - (f) Artistic development in children and adolescents.
 - (g) Major developments, periods, and artists in Western traditions in art and architecture.
 - (h) Major developments, periods, and artists in American art and architecture from c. 1650 to the present.
 - (i) Characteristics of art and architecture in two non-Western artistic traditions stylistically different from each other.
 - (j) Influences of non-Western artistic traditions on Western art; influences of Western art on non-Western artistic traditions.

7.07: Specialist Teacher Licenses

For candidates who were prepared outside Massachusetts, see 603 CMR 7.05 (5).

- (1) Academically Advanced (Levels: PreK-8)
 - (a) Prerequisites: At least an Initial license in elementary, middle school, English, history, political science/political philosophy, mathematics, or one of the sciences and at least one year of teaching experience under that license.
 - (b) Requirement: A practicum or practicum equivalent of 150 hours with a group of students identified by the district as academically advanced. Practicum or practicum equivalent 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.
 - (c) The topics set forth in 603 CMR 7.06 (19) (a) and 603 CMR 7.06 (20) (b), 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.
- (d) The following topics shall be included in an approved program 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.
- (e) Individuals are exempt from the requirements set forth in 7.07 (1) (a), (b), (c), and (d) if they 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 5-12 for which the Department issues a license.
- (2) Reading (Levels: All)
- (a) Prerequisite: At least an Initial teaching license and at least one year of experience under that license.
- (b) Subject Matter Knowledge:
1. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
 2. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
 3. History and nature of English vocabulary and of English-language dialects; development of vocabulary knowledge.
 4. Theories, research, and practices for reading instruction in the academic disciplines.
 5. Selection and use of appropriate programs, materials, and technology for reading instruction.
 6. Knowledge of, and selection criteria for, literature and informational books for children and adolescents.
 7. Screening and diagnostic instruments, their administration and use for determining student strengths and weaknesses.

8. Knowledge and use of a variety of informal and formal reading assessments.
 9. Second language acquisition and its relationship to literacy learning.
 10. Child and adolescent development and the timing of formal reading instruction.
 11. Cognitive development in adolescence and its relationship to reading instruction.
 12. Approaches and practices for writing instruction, including assessment of writing skills and their relationship to reading.
 13. Methods to support classroom teachers and tutors in the improvement of reading instruction, including consultation techniques and professional development.
- (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.
- (4) Transitional Bilingual Education (Levels: Dependent on Prerequisite License)
- (a) Prerequisites:
 1. An Initial or Professional teacher license
 2. At least one year of teaching experience under the license
 3. Teachers with an Initial license in a foreign language for PreK-8 who seek a transitional bilingual license must take coursework in reading/English language arts as specified for the elementary license
 - (b) Validity: The Transitional Bilingual Education license will be valid for employment in the field and at the level of the prerequisite teacher license.
 - (c) Subject Matter Knowledge:
 1. Listening comprehension, speaking, reading, and writing skills in the language other than English at a level of proficiency determined by the Board
 2. Listening comprehension, speaking, reading, and writing skills in English at a level of proficiency determined by the Board

3. Cultures and history associated with language other than English in which the candidate has demonstrated proficiency
4. Theories of and research in first and second language acquisition and its relationship to literacy learning
5. Legal and scientific research bases for bilingual education
6. Diagnosis and assessment of skills in reading and writing English
7. Instructional strategies and curriculum appropriate for making a successful transition to English from the other language in the learning of school subjects
8. Procedures and instruments for assessing progress in the transition to English from the other language
9. Strategies and methods for developing English literacy in transitional bilingual classrooms
10. Understanding of the design of and instruction in two way bilingual education programs
11. Strategies for English immersion classrooms

7.08: Professional Standards for Teachers

- (1) Application. The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a Performance Assessment for Initial License 1) in the practicum or practicum equivalent phase of preparation for the Initial License or 2) as part of the Performance Assessment Program. The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.
- (2) Standards for All Teachers Except Library and Speech, Language, and Hearing Disorders Teachers
 - (a) Plans Curriculum and Instruction.
 1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.
 2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, and range of cognitive levels being taught.
 3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
 4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
 5. Plans lessons with clear objectives and relevant measurable outcomes.

6. Draws on resources from colleagues, families, and the community to enhance learning.
 7. Incorporates appropriate technology and media in lesson planning.
 8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
- (b) Delivers Effective Instruction.
1. Communicates high standards and expectations when beginning the lesson:
 - a. Makes learning objectives clear to students.
 - b. Communicates clearly in writing and speaking.
 - c. Uses engaging ways to begin a new unit of study or lesson.
 - d. Builds on students' prior knowledge and experience.
 2. Communicates high standards and expectations when carrying out the lesson:
 - a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
 - b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
 - c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.
 - d. Employs a variety of reading and writing strategies for addressing learning objectives.
 - e. Uses questioning to stimulate thinking and encourages all students to respond.
 - f. Uses instructional technology appropriately.
 3. Communicates high standards and expectations when extending and completing the lesson:
 - a. Assigns homework or practice that furthers student learning and checks it.
 - b. Provides regular and frequent feedback to students on their progress.
 - c. Provides many and varied opportunities for students to achieve competence.
 4. Communicates high standards and expectations when evaluating student learning:
 - a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
 - b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.
- (c) Manages Classroom Climate and Operation.
1. Creates an environment that is conducive to learning.
 2. Creates a physical environment appropriate to a range of learning activities.
 3. Maintains appropriate standards of behavior, mutual respect, and safety.

4. Manages classroom routines and procedures without loss of significant instructional time.
- (d) Promotes Equity.
1. Encourages all students to believe that effort is a key to achievement.
 2. Works to promote achievement by all students without exception.
 3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
 4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.
- (e) Meets Professional Responsibilities.
1. Understands his or her legal and moral responsibilities.
 2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
 3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
 4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
 5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
 6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
 7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.
- (3) Standards for Library Teachers
- (a) Draws on content of the relevant curriculum frameworks to plan activities addressing standards that will advance students' level of content knowledge.
 - (b) Identifies reading and writing needs that must be addressed for successful learning.
 - (c) Plans and uses the pedagogy appropriate to the specific discipline and to the age and cognitive level of the students in the classroom.
 - (d) Communicates high standards and expectations of students.
 - (e) Communicates clearly in writing and speaking.
 - (f) Accurately measures student achievement of, and progress toward, the learning of objectives using a variety of formal and informal assessments and uses results to plan further instruction.
 - (g) Creates an environment that is conducive to learning.
 - (h) Manages classroom routines and procedures without loss of significant instructional time.

- (i) Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of local, state, national, and international civic community.
- (j) Understands his or her legal and moral responsibilities.
- (k) Conveys knowledge of and enthusiasm for his/her academic discipline to students.
- (l) Maintains interest in current theory, research and developments in the academic discipline and applies knowledge in classroom practice.
- (m) Collaborates with colleagues to improve instruction, assessment, and student achievement.
- (n) Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
- (o) Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan linked to grade level and school and district goals, and is receptive to suggestions for growth.
- (p) Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

7.09: Licenses and Routes for Administrators

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

- (1) Superintendent/Assistant Superintendent (Levels: All)
 - (a) Preliminary License.
 - 1. Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public/charter school, private school, higher education, or other educational setting accepted by the Department.
 - 2. Passing score on the Communication and Literacy Skills test.
 - (b) Initial License.
 - 1. Possession of at least an Initial license in another educational role or Preliminary Superintendent/Assistant Superintendent license and completion of three full years of employment in a district-wide, school-based, or other educational setting.
 - 2. Demonstration of successful application of the Professional Standards for Administrators set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the superintendent/assistant superintendent role.
 - b. An administrative apprenticeship/internship (300 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.
 - (b) 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 in the role of superintendent/assistant superintendent under that license.
- (2) School Principal/Assistant School Principal (Levels: PreK-6; 5-8; 9-12)
- (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 an executive management/leadership role or in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or other educational setting accepted by the Department.
 - 2. Demonstration of successful application of the Professional Standards for Administrators set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the principal/assistant principal role and at the level of the license sought.
 - b. An administrative apprenticeship/internship (300 hours) in the principal/assistant principal role and at the level of the license sought with a trained mentor, using Department guidelines.
 - c. A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed one of the following:
 - i. A post-baccalaureate program in management/administration at an accredited college or university.
 - ii. Three full years of employment in an executive, management, /leadership, supervisory, or administrative role.
 - 3. Passing score on the Communication and Literacy Skills test.
 - (b) Professional License.
 - 1. Possession of an Initial license as principal/assistant principal.
 - 2. Completion of a one-year induction program with a trained mentor.
 - 3. At least three full years of employment in the role of school principal/assistant principal under that license.
- (3) Supervisor/Director (Levels: Dependent on Prerequisite License)
- (a) Validity. A Supervisor/Director license is required for individuals employed for one-half time or more as a director, department head, or curriculum specialist in the field of the prerequisite license(s).
 - (b) Initial License.
 - 1. Prerequisite Licenses. Possession of at least a Preliminary license as follows:

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

- a. Possession of at least an Initial license in special education, or as school guidance counselor, school principal/assistant school principal, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher and completion of three full years of employment in a district-wide, school-based, or other educational setting, or
 - b. Completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the Department.
2. Demonstration of successful application of the Professional Standards for Administrators set forth in 603 CMR 7.10 and appropriate knowledge of special education laws, regulations, and issues through completion of a Performance Assessment for Initial License and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the special education administrator role.
 - b. An administrative apprenticeship/internship (300 hour) 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 in the role of special education administrator under that license.
- (5) School Business Administrator (Levels: All)
- (a) Initial License.
1. Prerequisite Experience:
 - a. Possession of at least an Initial license in another educational role and completion of three full years of employment in a district-wide, school-based, or other educational setting, or
 - b. Completion of at least three full years of employment in a business management/administrative role in a business, educational, or other setting accepted by the Department.
 2. Subject Matter Knowledge:
 - a. Financial planning and management methods.
 - b. Accounting systems.
 - c. Management of federal and state appropriations for special services (e.g., special education, food, and transportation).
 - d. Municipal and school finance laws and regulations.

- e. Personnel matters including contract negotiations.
 - f. Purchasing and district level facilities management.
 - g. Insurance.
 - h. Payroll.
 - i. Scheduling.
3. Demonstration of successful application of appropriate Professional Standards for Administrators set forth in 603 CMR 7.10, as determined in Department guidelines, and successful application of school business administrator subject matter knowledge through completion of a Performance Assessment for Initial License and one of the following:
 - 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 in the role of school business administrator under that license.
- (6) The Commissioner may waive the requirements listed in 603CMR 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 Administrators

- (1) Application. The Professional Standards for Administrators identify the knowledge and skills required for school administrators. These Standards are used by sponsoring organizations in designing their administrator preparation programs and by the Department in reviewing programs seeking state approval. They are also used by the Department as the basis of performance assessment of candidates for administrator licenses. Candidates shall demonstrate that they meet the Professional Standards by completing a Performance Assessment for Initial License.
- (2) Standards.
 - (a) Leadership
 1. Articulates the purposes of education and the place of public schools in the United States of America.

2. Articulates vision and mission.
 3. Reviews, evaluates, and revises instructional programs on the basis of sound information and relevant data.
 4. Knows and encourages appropriate uses of instructional technologies.
 5. Promotes activities that honor academic excellence.
 6. Involves staff in preparing and implementing professional development plans that are related to improved student learning.
 7. Helps staff align their curriculum with the state's curriculum frameworks.
 8. Understands principles of mentoring and provides new teachers with mentors.
 9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.
 10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs.
- (b) Administration
1. Demonstrates effective oral and written communication skills.
 2. Uses effective methods of personnel selection, supervision, and evaluation.
 3. Identifies, implements, and evaluates content-based instruction based on the Massachusetts Curriculum Frameworks.
 4. Practices relevant fiscal management policies and procedures.
 5. Uses technology appropriately for his or her professional position.
 6. Acts with integrity, fairness, and professionalism.
 7. Understands plant facilities and equipment management.
- (c) Equity
1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all students.
 2. Provides programs or activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities.
 3. Fosters understanding that effort is a key factor in achievement.
 4. Helps all students see themselves as unique individuals responsible for their own actions.
 5. Assures high academic expectations for all students.
 6. Holds teachers, students, and self to high standards of performance and behavior.
- (d) Community Relationships
1. Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/ district.
 2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction.
- (e) Professional Responsibilities
1. Meets his or her legal and moral responsibilities.
 2. Maintains interest in current developments in the professional discipline.
 3. Knows educational principles and research that promote sound practices.
 4. Studies educational research of relevance to professional responsibilities.
 5. Is familiar with the range of instructional programs and policies that can promote academic learning for all students.

6. Is familiar with the range of student support services.
7. Is familiar with the range of professional training programs and providers for prospective teachers.
8. Knows multiple strategies to assess student performance.
9. Understands approaches to organizational change, school-based management, and school restructuring.
10. Understands federal, state, and municipal laws and regulations affecting schools, staff and students, including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.
11. Demonstrates understanding of current issues in American education.

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, see 603 CMR 7.04 (2) (d) and 7.05 (5) (a) and (b).

- (1) School Guidance Counselor (Levels: PreK-8; 5-12)
 - (a) Initial License
 1. Master's degree with a major in counseling
 2. Subject Matter Knowledge:
 - a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor
 - b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic tests results to students, teachers, and parents
 - c. Psychology of learning
 - d. Understanding of the diagnosis and treatment of learning and behavior disorders
 - e. Theories of normal and abnormal intellectual, social, and emotional development
 - f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students
 - g. Philosophy, principles and practices in school guidance counseling
 - h. Federal, state, municipal, and school laws and regulations
 - i. Career counseling
 - j. Resources within the school system or the community for referral
 - k. Knowledge of statistics, research design, and research in guidance counseling
 - l. Group counseling and group leadership

- m. Development of skills for consultation with parents, teachers, and administrators
 - n. College counseling and use of college and other post-secondary resource materials (grades 5-12)
 - 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. Employment for three years as a school guidance counselor
 - 3. Achievement of certification by the National Board of Certified Counselors (NBCC)
- (2) School Nurse (Levels: All)
- (a) 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
 - (b) Professional License
 - 1. Possession of an Initial license
 - 2. Employment as a school nurse for three years
 - 3. Achievement of certification by a nationally recognized professional nursing association as a school nurse, community health nurse, or a pediatric/family/school nurse practitioner
- (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
 - 2. Passing score on the Communication and Literacy Skills test
 - (b) Professional License
 - 1. Possession of an Initial license
 - 2. Employment for three years as a school psychologist
 - 3. Achievement or maintenance of a certificate to practice as a school psychologist from the National Association of School Psychologists
- (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 knowledge of:
 - a. Principles of therapeutic relationships

- b. Theories of normal and abnormal intellectual, social, and emotional development
 - c. Learning disorders, including emotional issues affecting student achievement, and their treatment
 - d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students
 - e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results
 - f. Techniques for communicating and working with families and school and community personnel
 - g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations
 - h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders
 - i. Federal and state laws and regulations addressing the legal rights of students and families
- 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. Employment for three years as a school social worker or as a school adjustment counselor
 - 3. Achievement or maintenance of a license from one of the following:
 - a. The Massachusetts Board of Registration for Social Work, as a Licensed Independent Clinical Social Worker (LICSW), or
 - b. 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.
 - (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.
 - (e) Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision, and evaluation that are included in the Professional Standards for Administrators (603 CMR 7.10 (2) (b) 2).
- (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: General Provisions

- (1) Previous Employment. Previous employment in any role covered by the licenses issued under 603 CMR 7.00 does not exempt a candidate from the provisions of 603 CMR 7.00, except for school librarians, teachers of young children with disabilities, school business administrators and school nurses as specified in 603 CMR 7.14 (9).
- (2) Additional Licenses. Licensed educators may earn additional licenses as follows:
 - (a) New Field (available only for licenses under 603 CMR 7.04 (3) (a)):
 1. Teachers holding a Preliminary or Initial license in one field may earn a license of the same type and at the same level in a new field, except as provided in 603 CMR 7.14 (2) (a) 3 and 4 by:
 - a. Achieving a passing score on the appropriate subject matter knowledge test of the MTEL, or
 - b. Passing a competency review for those licenses for which there is no subject matter test.
 2. Teachers holding a Professional license in one field may earn an Initial license in a new field by achieving a passing score on the appropriate subject matter test of the MTEL, except as provided in 603 CMR 7.14 (2) (a) 3 and 4. Teachers earning an additional Initial license under this provision may earn a Professional license in the same field after three full years of employment under the additional license.
 3. Additional requirements for earning a license as an elementary teacher: completion of a practicum or practicum equivalent of 150 hours in the role of the license in an appropriate classroom.
 4. 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 or practicum equivalent of 150 hours in the role of the license in an appropriate classroom.
 - (b) New Level:
 1. Teachers holding a license at one grade level may obtain a license at a new grade level of the same type and in the same field by:
 - a. Achieving a passing score on the appropriate subject matter test(s) at the new level.
 - b. Completing one of the following:
 - i. A seminar or institute approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought
 - ii. Mentored employment of at least a semester in the field and at the level of the license sought.
 - iii. A practicum or practicum equivalent of 150 hours in the role of the license in an appropriate classroom.

2. Principals/assistant principals and guidance counselors holding a license at one level may earn an Initial license at a new level in the same role by completing one of the following:
 - a. A seminar or institute approved by the Department, addressing the curriculum and developmental characteristics of the age group appropriate to the license sought
 - b. Mentored employment of at least one semester in the field and at the level of the license sought.
 - c. A practicum or practicum equivalent of 300 hours at the appropriate level.
- (3) Additional Licenses for Experienced Administrators. Licensed administrators may earn additional administrator licenses as follows:
- (a) Administrators who hold an Initial or Professional license may qualify for an additional license as superintendent/assistant superintendent or as principal/assistant principal by:
 1. Completing three full years of employment under a valid administrator license, and
 2. Demonstrating successful application of the Professional Standards for Administrator 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.
 - (b) Administrators who hold a Professional license as superintendent/assistant superintendent may earn an Initial license as school business administrator by completing:
 1. Three years' full-time employment as a superintendent or assistant superintendent, and
 2. A Performance Assessment for Initial License which meets the requirements set forth in 603 CMR 7.09 (5) (a) 3.
- (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) Renewal of an Initial License.
- (a) An educator may renew an Initial license one time for an additional five years of employment. The decision of the Commissioner shall be final.
 - (b) In order to be eligible for such renewal a candidate shall:
 1. Have been employed for five years 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.

- (6) 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.
- (7) Revocation of Licenses.
- (a) Suspension, Revocation, or Limitation of Licenses.
1. The Commissioner may suspend, either indefinitely or for a fixed period of time, or revoke a license if 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 person so convicted discredits the profession, brings the license into disrepute, or lacks good moral character;
 - d. The holder has had one or more licenses or certificates surrendered, suspended, or revoked as part of an administrative proceeding in another jurisdiction for reasons that are sufficient for suspension or revocation of a Massachusetts license, regardless of whether or not the holder obtained a Massachusetts license through the NASDTEC Interstate Contract.
 - e. There exists other good cause for suspension or revocation of the license including, but not limited to, gross misconduct or negligence in the conduct of the license holder's professional duties and obligations, commitment of an offense against any law of the Commonwealth related to the license holder's professional duties and responsibilities, or willful action in violation of Board regulations or Department orders.
 - f. Alternatively, the Commissioner may put limitations on a license. These conditions may include:
 - i. Restrictions on the ages of students with whom the certificate holder may work;
 - ii. Additional supervision requirements;
 - iii. Education, counseling, or psychiatric examination requirements;
 - iv. Notification to the employer of the circumstances surrounding the Commissioner's decision to put limitations on the license holder.
 2. No license may be suspended, limited, or revoked until:
 - a. The Department has determined that there is probable cause to find that the holder's license may be suspended, limited, or revoked for one or more of the grounds set forth above; and
 - b. 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 the Adjudicatory Rules of Practice and Procedure, 801 CMR 1.00. Notice

shall be sent by certified 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 holder's license shall be deemed to be suspended or revoked and the holder shall be so notified by certified mail.

3. An educator may surrender a license by submitting documentation to the Commissioner in an approved manner. If an educator surrenders a license after the Department has found probable cause to suspend, revoke, or limit the license, the surrender will be treated as a revocation.
4. If the Commissioner receives a request for a hearing from the license holder, the Commissioner or his designee shall hold 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 the Adjudicatory Rules of Practice and Procedure, 801 CMR 1.00. The hearing shall not be open to the public unless the license holder requests a public hearing.
5. Within 30 days of the date of the hearing, the Commissioner or his designee shall render a written decision determining whether or not the holder's license shall be suspended, revoked, or limited. The decision shall comply with the requirements of M. G. L. c. 30A, § 11 and with the Adjudicatory Rules of Practice and Procedure, 801 CMR 1.00.
6. The Commissioner shall send a copy of the decision to the 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.
7. The Department shall send notice of the surrender, suspension, limitation, or revocation of a license to all Massachusetts superintendents of schools and to the certification officers of every state.
8. The Department may reinstate a suspended license upon demonstration by the license holder that the condition causing the suspension has been corrected.
9. A person whose license has been revoked in accordance with these provisions may again be licensed in Massachusetts only upon a two-thirds vote by the Board.
10. Any administrator who has dismissed, or obtained the resignation of, any educator for any of the reasons cited in 603 CMR 7.14 (7) (a) shall report in writing such resignation or dismissal and the reason therefor to the Department. Failure to make such reports shall be grounds for revocation of the administrator's license.
11. Any license holder who has been convicted of a crime in a court of law shall notify the Department of such conviction in writing. Any license holder whose educator license has been surrendered, suspended, or revoked in any jurisdiction shall notify the Department of such action in writing. Failure to do so shall be grounds for revocation of the holder's license.

(8) General Provisions for Employment.

- (a) Legal Employment: To be eligible for employment by a school district in any position covered by 603 CMR 7.00, a person must have been granted a license by

the Commissioner that is appropriate for the role or be serving under an exemption according to the provisions of M. G. L. c. 71A for that role. A person holding a license may be employed for a maximum of 20% of his/her time in a role and/or at a level for which s/he does not hold a license.

- (b) 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.
 - (c) Preliminary Licenses: Persons holding Preliminary licenses are permitted to seek employment in teaching positions requiring licensure in school districts that have an approved program of preparation for the Initial license.
- (9) 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 and regionally licensed or certified educators;
 - (b) Any person legally employed as an intern;
 - (c) Any trade and vocational instructor, supervisor, guidance 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.
- (10) 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 by comparing the actual duties and responsibilities of that role with the license requirements.
- (11) 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.
- (12) Hardship Waivers and Critical Shortage.
- (a) The Commissioner may exempt a district for any one school year from the requirement to employ personnel licensed or certified under 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 them. Persons employed under waivers must demonstrate

that they 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 chapter 32 of the General Laws and has been unable to find them. A district deemed to have a critical shortage of licensed or certified teachers for the purposes of M. G. L. c. 32 § 91 (e) may employ retired teachers subject to all laws, rules, and regulations governing the employment of teachers. The period of a determination of a critical shortage of licensed or certified teachers shall not exceed one year, but a district may seek to invoke this provision in consecutive years upon a new demonstration of a good-faith effort to hire personnel who have not retired. The Commissioner shall notify the Teachers' Retirement Board of each determination of a critical shortage made for the purposes of M. G. L. c. 32 § 91 (e).
- (c) In each instance when, after a good-faith effort, a district is unable to hire a licensed or certified teacher who has not retired under chapter 32 of the General Laws, the superintendent of the district has discretion to choose whether to seek a waiver, pursuant to 603 CMR 7.14 (12) (a) or to seek a determination of a critical shortage, pursuant to 603 CMR 7.14 (12) (b).

(13) Implementation.

- (a) All certificates issued by the Board prior to October 1, 2001 will remain valid as issued unless limited, suspended, or revoked for cause.
- (b) Between October 1, 2001 and October 1, 2003 educators with Provisional certificates may qualify for an Initial License either by meeting the requirements for a Provisional certificate with Advanced Standing under 603 CMR 7.00 in effect prior to October 1, 2001 or by meeting the requirements for initial licensure in 603 CMR 7.04 (2) (b). An educator must apply for licensure by October 1, 2003 in order to qualify for licensure under the provisions of 603 CMR 7.00 in effect prior to October 1, 2001.
- (c) Between October 1, 2001 and October 1, 2003 educators with Provisional certificates with Advanced Standing may qualify for a Professional license either by meeting the requirements for a Standard certificate under 603 CMR 7.00 in effect prior to October 1, 2001 or by meeting the requirements for professional licensure in 603 CMR 7.04 (2) (c). An educator must apply for licensure by October 1, 2003 in order to qualify for licensure under the provisions of 603 CMR 7.00 in effect prior to October 1, 2001.
- (d) Individuals who complete an approved preparation program before October 1, 2003 may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to October 1, 2001 if they meet such requirements and apply for licensure by October 1, 2003.

- (e) Individuals who are not enrolled in an approved preparation program may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to October 1, 2001 if they applied for licensure by October 1, 2001 and meet such requirements for licensure by October 1, 2003.
- (f) Except as provided in 603 CMR 7.14 (13) (a), (b), (c), (d), and (e), individuals may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to June 6, 2003 if they apply for licensure by October 1, 2003 and meet such requirements for licensure by October 1, 2003.