

## 603 CMR 7.00

### Amendments adopted by the Board of Education April 29, 2003

Effective September 1, 2004

Note: New text is indicated in **bold** type and deleted text has been ~~struck out~~.

The current English as a Second Language teacher license in section 7.06 (9), as shown here, will be deleted and replaced by the English Language Learners license, the text of which follows below. The endorsement will replace the current Transitional Bilingual Education specialist license, also shown here below, which will be deleted from section 7.07 (4):

~~(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~~

~~(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 that 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 the 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~~

**(9) English Language Learners (Levels: PreK-6; 5-12)**

**(a) Requirements for the English Language Learners license**

- 1. The following items will be assessed on a subject matter knowledge test:**
  - a. Theory and research in second language acquisition at different age levels.**
  - b. Linguistics (phonology, morphology, syntax, semantics, and pragmatics) of English as well as of other languages and language variations.**
  - c. Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.**
  - d. Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on.**
  - e. Formal and informal English language assessment procedures and instruments: selection, administration, and interpretation;**

normal variation in performance as well as possible differentiation from learning disabilities.

- f. **Strategies for teaching sheltered subject matter and for assessing student learning.**
- g. **Reading theory, research, and practice:**
  - (1) **Knowledge of the significant theories and practices for developing reading skills and reading comprehension in English as a first language at different educational levels.**
  - (2) **Relevance of linguistic differences between the first and the second language for reading instruction in English.**
  - (3) **Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy.**
  - (4) **Formal and informal measures for assessing development in reading skills and their use with second language learners.**
- h. **Development of a listening, speaking, and reading vocabulary.**
- i. **Writing theory and practice:**
  - (1) **Approaches and practices for developing writing skills and the use of writing tools.**
  - (2) **Writing process and formal elements of writing.**
- j. **Oral/aural fluency in English at a level of proficiency set by the Board.**

- 2. **The following shall be included in an approved program but will not be addressed on the subject matter test: evidence of knowledge or study of a language other than English.**
- 3. **For PreK-6, a passing score on the General Curriculum test; for 5-12, a passing score on a subject matter knowledge test in a core academic subject for 5-8 or 5-12.**

**(b) Requirements for an optional endorsement in Transitional Bilingual Learning for PreK-6 and 5-12: Passing score on a test, deemed acceptable by the Department, assessing, or including the assessment of, listening, speaking, reading, and writing skills in the relevant foreign language for either the PreK-6 or the 5-12 level.**

2. The following changes will be made to section 7.08, Professional Standards for Teachers:

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

(a) Plans Curriculum and Instruction.

- 2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, **level of English language proficiency**, and range of cognitive levels being taught.

(b) Delivers Effective Instruction.

2. Communicates high standards and expectations when carrying out the lesson:

**g. Employs appropriate sheltered English or subject matter strategies for English learners.**

(3) Standards for Library Teachers

(c) Plans and uses the pedagogy appropriate to the specific discipline and to the age, **level of English language proficiency**, and cognitive level of the students in the classroom.

3. Section 7.04 (4) will be revised as follows to require an English Language Learners teacher to complete a 150-hour practicum or practicum equivalent:

(e) Teacher, Grades **PreK-6 or PreK-8** 150 hours

4. Section 7.05 (1) (b) will be revised as follows to require Route One candidates for an Initial English Language Learners license to complete at least 36 semester hours in upper and lower level arts and sciences coursework:

(b) For the elementary, **teacher of English language learners**, 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 mathematics and science coursework appropriate for the elementary school teacher. Some of this coursework might also count toward the required arts or sciences major or general education requirements.