

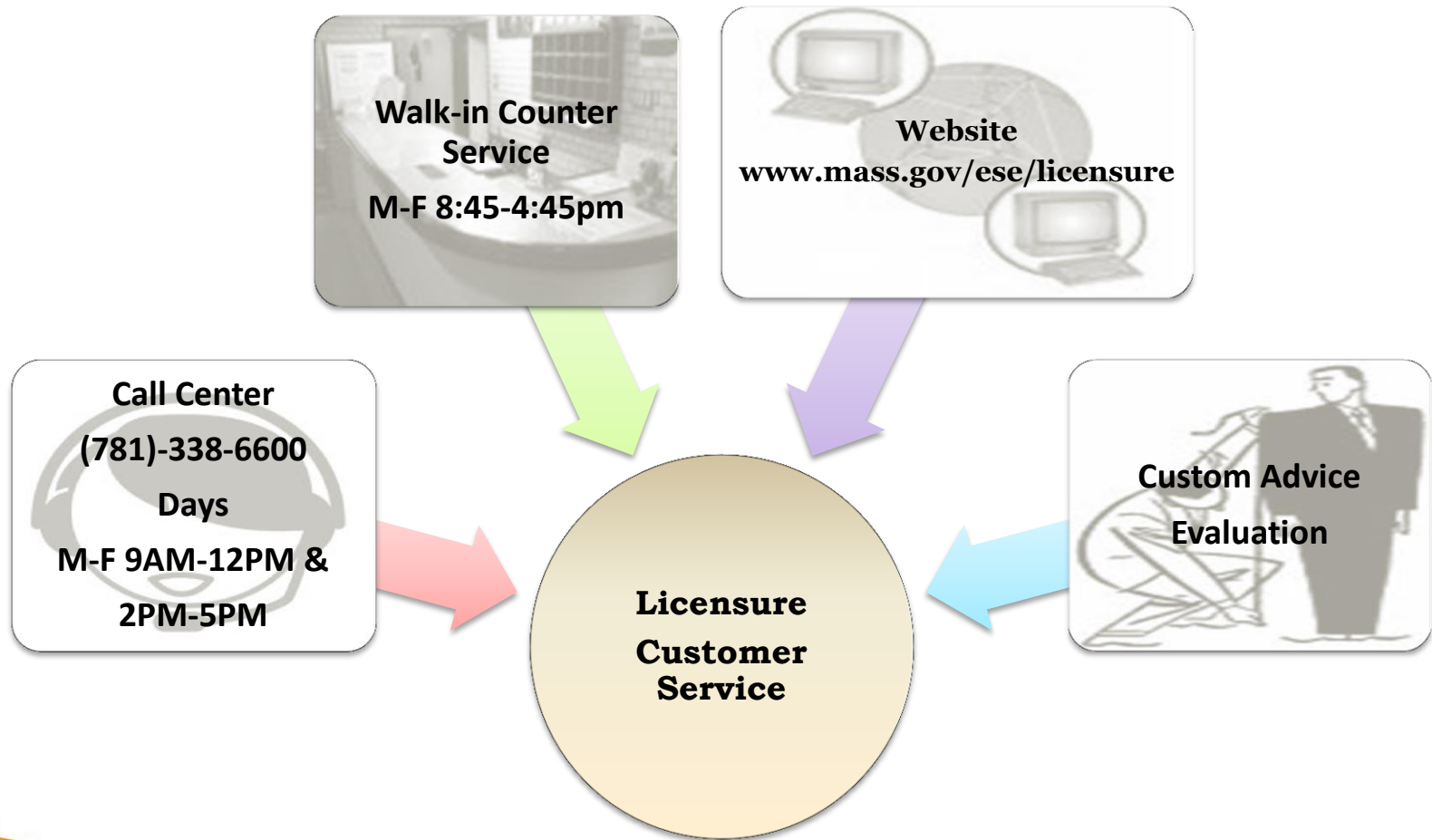
# The Office of Educator Licensure

## Primary Responsibilities

- Issue licenses
  - Provide information & advice regarding licensure issues
- ❖ *Your success is greatly measured by the manner in which you respond to the individual needs of students.*
- ❖ *Our success is greatly measured by the manner in which we demonstrate respect and appreciation for your work through the services we provide.*



# Licensure Customer Support



# Licensure Terminology

- Categories
- Fields
- Grade Levels
- Types



# Categories & Fields

## Teacher

### Fields :

- Elementary
- Moderate Disabilities
- Math
- Biology
- General Science
- Physical Education
- Many more

## Specialist Teacher

### Fields:

- Academically Advanced
- Reading
- Speech, Language and Hearing Disabilities



## Administrator

### Fields:

- Superintendent
- Principal
- Supervisor/Director
- Special Education Administrator
- School Business Administrator

## Professional Support Personnel

### Fields:

- School Guidance Counselor
- School Nurse
- School Psychologist
- School Social Worker/Adjustment Counselor

# Grade Levels & Types

**Grade Levels** can be thought of as the range of grades for which a given license is valid.

- PreK-2
- 1-6
- 5-8
- 8-12
- ALL
- **PreK-8**
- **5-12**

**Types** can be thought of as different stages of licensure, ascending from **Preliminary** to **Initial** to **Professional**.

\*\*Generally, types represent preparation and professional experience.



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# LICENSURE REQUIREMENTS



Massachusetts Department of  
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# Preliminary Teacher License

1. Bachelor's Degree
2. Communication & Literacy Skills Test (01)
3. Achieve a passing score on Subject Matter Test

*Some licenses may include additional requirements like Seminars ,  
Coursework, Competency Review*



# Prelim Moderate Disabilities

## • Possession of Bachelors Degree

Tests	Competency Review	Seminars/Courses
<p><input type="checkbox"/> Communication and Literacy (01)</p> <p><input type="checkbox"/> *General Curriculum (Math and Multi-subject test)</p> <p><input type="checkbox"/> Foundations of Reading (90)</p> <p><i>*additional test option for Moderate Disabilities (5-12)</i></p>	<p><input type="checkbox"/> Educational terminology for students with mild to moderate disabilities</p> <p><input type="checkbox"/> Preparation, evaluation and implementation of IEPS</p> <p><input type="checkbox"/> Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities</p> <p><input type="checkbox"/> Federal and state laws and regulations pertaining to special education</p> <p><input type="checkbox"/> Coverage of Knowledge of services provided by other agencies</p> <p><input type="checkbox"/> Ways to prepare and maintain students with disabilities for general education classrooms</p> <p><input type="checkbox"/> Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies <i>(required as 08/31/12)</i></p>	<p>The teaching of:</p> <p><input type="checkbox"/> English Language Arts</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Ways to prepare and maintain students with disabilities</p>





# Documenting Compliance

- At least 10 hours of professional development activity specific to and completely covering each “coverage of” requirement is required.

These hours may be gained through:	
	Appropriate Documentation
Courses	<ul style="list-style-type: none"> <li>• Official Transcripts</li> </ul>
Seminars/Workshop	<ul style="list-style-type: none"> <li>• Certificates of Completion</li> <li>• Workshops/Seminars Descriptions</li> </ul>
Professional Learning Experiences: • e.g.- Mentored Employment	<ul style="list-style-type: none"> <li>• Detailed letters (written on official school letterhead) signed by the Special Education Administrator and the Superintendent/Head of School</li> <li>❖ <b>Cannot be used</b> to satisfy : <i>Teaching of Reading/Math/ ELA and Ways to prepare and maintain students with disabilities.</i></li> </ul>

## Further clarity can be provided by submitting:

- I. **Letters:** verifying the number of hours of instruction delivered in a course/seminar/workshop specific to addressing a competency. Such letters should be on official letterhead and be signed by the appropriate department head.
  - II. **Course Descriptions**
- **Refer to Competency Review Guide:**

- <http://www.mass.gov/edu/docs/ese/educator-effectiveness/licensing/guide-competency-review-made-simple.pdf>



# Documenting Compliance

Please note that at least 10 hours of professional development activity specific to and completely covering each competency review "coverage of" requirement are necessary to satisfy the requirement. These hours may be gained through completion of any one or combination of the following options: coursework, seminars, workshops, mentored employment, peer coaching, or other professional learning experiences. Additional information regarding a competency review can be found at:

<http://www.mass.gov/edu/docs/ese/educator-effectiveness/licensing/guide-competency-review-made-simple.pdf>

- **Option I - Coursework:** If you have addressed any noted requirement through previously completed coursework at a college or university then please submit an **official transcript** for that course work if you have not already done so and either a **letter** (see sample) or copy of the official **catalog course description** for review and consideration.
- **Option II - Seminar/workshop:** If you have addressed any noted requirement through a previously completed seminar or workshop then please submit either a **letter** (*see sample*) or a copy of your **certificate of completion** for review and consideration.
- **Option III - School-based mentored employment/peer coaching:** If you have addressed a requirement through school-based (PreK-12) mentored employment or peer coaching then please submit a **letter** on official letterhead signed by the Superintendent/or equivalent stating the hours of mentored employment or peer coaching that were delivered specific to a requirement and the specific component(s) of the requirement that were covered

Please note: Providers of these professional learning experiences may be in a position to write such letters; however, it is up to the discretion of the provider to issue these letters and is not a requirement or expectation of the Office of Educator Licensure.



# Sample Competency Letter

- When it is **not self-evident** in the title of a course, seminar, workshop, or other professional learning experience and that the requirement is completely satisfied by submitting a letter stating the following:



08/24/2014

Dear Office of Educator Licensure,

At least 10 hours of instruction were delivered within (**state the title professional development activity/ course/ workshop/training**) specific to and completely covering : (**state the entire requirement**).

Respectfully,

Designee

❖ **Option I official college/university signed by:** the course instructor, licensure officer, appropriate department chair, registrar, dean, provost, chancellor, vice-president, or president.

❖ **Option II seminars, workshops, or additional professional learning experiences signed by:** appropriate representative.)



# Mentored Employment Letter

## Letter components:

- ✓ Official school letterhead and
- ✓ Signature of the Superintendent/Executive Director.
- ✓ The licensure applicant received at least 10 hours of mentored employment *specific to and completely covering* the stated requirement.
- ✓ The name and license# of the educator that served as the licensure applicant's mentor.



# Definition of a Mentor

- 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.



*Please note that the mentor for an administrator license must hold the Professional license.*

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# Sample Mentored Employment Letter



Official school letterhead

08/24/2014

Dear Office of Educator Licensure,

Please be advised that Bill Smith (MEPID#) has been provided with at least 10 hours of mentored employment specific to and completely covering each requirement noted below:

1. Educational terminology for students with mild to moderate disabilities
2. Federal and state laws and regulations pertaining to special education

This mentored employment was provided by Melissa Jones, Massachusetts License #: 123456.

Respectfully,

*Mary Lou*

Executive Director.



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# First Initial Teacher Licensure

- Bachelor's degree
- Communication and Literacy Test (01)
- Subject Matter test(s)
- Completion of an Approved Preparation Program

Completion of an Approved program will satisfy this requirement when a test(s) has not yet been established

[www.doe.mass.edu/educators/directory.html](http://www.doe.mass.edu/educators/directory.html)

- Possession of SEI-Core Teacher Endorsement (required as of 7/2014 for SEI-Core licenses)



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# SEI Core Academic Teachers

e.g.

- Early childhood
- Elementary
- Moderate disabilities (Special Needs)
- Severe disabilities (Intensive Special Needs)
- English
- Reading
- Mathematics
- Middle School Math/Science
- Biology
- Chemistry
- Earth Science
- General Science
- Physics
- Middle School Humanities
- History
- Political Science/Political Philosophy (Social Studies)



## SEI Teacher Endorsement Overview:

*Remember not required for  
a Preliminary license.*

Required as of 7/2014 to  
obtain 1<sup>st</sup> Initial Teacher core  
academic license, if you do  
not already hold an Initial or  
Professional Teacher license.

As of 07/01/ 2016 every core  
academic teacher assigned to  
ELLs must either hold the  
SEI endorsement or obtain it  
within one year of  
assignment.

May be required prior to  
either of the aforementioned  
dates for educators assigned  
to SEI Teacher Cohorts.



# Obtaining the SEI Teacher Endorsement

## How to Earn the SEI Endorsement:

- ❑ Achieving a Passing Score on the (MTEL) Sheltered English Immersion.  
OR
- ❑ Possession of a Valid English as a Second Language license or an English Language Learners license.  
(can not be a Temporary license and it cannot be invalid)  
OR
- ❑ **Successful completion of a Department-approved course of study specific to providing sheltered English instruction. The Department will issue guidelines to govern approval of this course of study.**  
OR
- ❑ **A bachelor's degree in a major approved by the Department, or other graduate level training approved by the Department.**

➤ Information regarding the SEI Teacher endorsement requirements can be found at :

<http://www.doe.mass.edu/lawsregs/603cmr7.html>

➤ Information regarding how to apply for the SEI Teacher endorsement can be found at

<http://www.mass.gov/edu/docs/ese/educator-effectiveness/licensing/sei-endorsement-how-to-apply.pdf>



## **SEI Option: Department-approved course of study specific to providing sheltered English instruction.**

- No Cost –Educators assigned to 2013-2014, 2014-2015, and/or 2015-2016 Cohorts
  
- Cost- Information can be obtained at the following website:  
<http://www.doe.mass.edu/retell/For-Cost.html>
  
- Currently, eligibility for either option one must be:
  - Massachusetts core academic teacher with English Language Learners (ELLs)  
or
  - Building administrator (principal/assistant principal, supervisor director) supervising/evaluating such teachers.

❖ We are in the process of opening this option to individuals that are not assigned to ELLs or do not have a SEI-Core license. Please stay informed via our website.



# SEI Option: A bachelor's degree in a major approved by the Department, or other graduate level training approved by the Department.

Coursework must meet ALL of the following requirements:

## Subject Matter Knowledge:

- ✓ The basic structure and functions of language.
- ✓ Second language acquisition factors as they affect access to the **Massachusetts standards**.
- ✓ Social-cultural, affective, political, and other salient factors in second language acquisition.
- ✓ Sheltered English immersion (SEI) principles and typologies: General academic and domain-specific discourse practices relevant to the grade level (k-5 or secondary), English proficiency level, and content area (English language arts and history; science and mathematics; other content areas).
- ✓ Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
- ✓ Federal and **Massachusetts' laws** and regulations pertaining to English language learners.
- ✓ Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
- ✓ Theory, research, and practice of reading and writing for English language learners: Practices and approaches for developing reading and writing skills and comprehension in English for English language learners who are at different levels of English language proficiency.
- ✓ The role of oral language development in literacy development for English language learners.
- ✓ Formative and summative assessments for English language learners.
- ✓ Literacy and academic language development: The role of vocabulary development in accessing academic language.

## Professional Development Skill Requirements:

- ✓ Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.
- ✓ Uses effective strategies and techniques for making content accessible to English language learners.
- ✓ Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
- ✓ Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.
- ✓ Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.



# First Professional License

- ❑ Possession of an Initial license in the same field as the Professional license sought.
- ❑ Completion of a one-year induction program with a trained mentor and at least 50 hours of mentoring beyond the induction year.
- ❑ At least three full years of employment under the Initial license.
  - ❑ Completion of one of the following:
    - Approved district-based program for the Professional license sought
    - A master's or higher graduate level program in an accredited college or university that is or includes one of the following:
      - Approved program for the Professional license sought
      - A master's degree program or other advanced graduate program in the academic discipline appropriate to the license sought in a graduate or professional school other than education.
    - For those who have completed any master's or higher degree or other advanced graduate program
      - 12 credits of graduate level courses in subject matter knowledge or pedagogy appropriate to the instructional field of the Professional license sought.
    - Programs leading to eligibility for master teacher status, such as the National Board
    - A Department-sponsored Performance Assessment Program, when available.



[www.doe.mass.edu/educators/directory.html](http://www.doe.mass.edu/educators/directory.html)

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Ed. Prep. Programs

<http://www.nbpts.org/>

# Masters & 12 Credit Option

- For those who have completed any master's or higher degree or other advanced graduate program 12 credits of graduate level courses in subject matter knowledge or pedagogy based on the subject matter knowledge of the Professional license sought.
  - ❖ Please note, this graduate coursework must include only the subject matter knowledge of the license field sought or is coursework that includes pedagogy and only the subject matter knowledge of the license field sought.
- Further information regarding the subject matter knowledge can be found at:

<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=06>



# EXTENSION OF AN INITIAL LICENSE

- **Q: Who should apply for an Initial - Extension?**

**A:** Educators who have been employed under the initial license for beyond 4 ½ years and have not satisfied the requirements for the Professional license within the allotted 5 years of employment.

❖ *One Initial-Extension permitted per license*

<http://www.mass.gov/edu/docs/ease/educator-effectiveness/licensing/guide-extension-of-initial-license.pdf>





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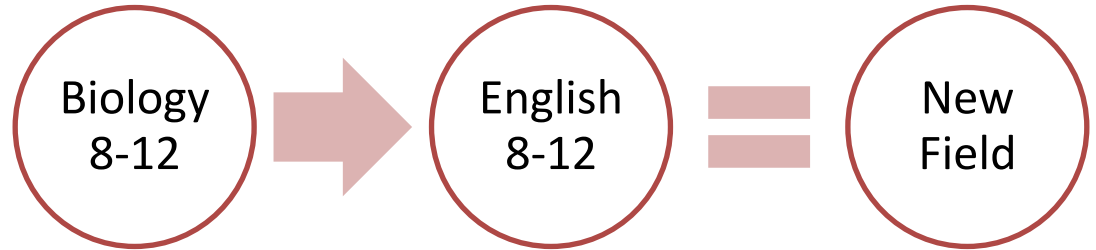
# EARNING AN ADDITIONAL INITIAL OR PROFESSIONAL TEACHER LICENSE



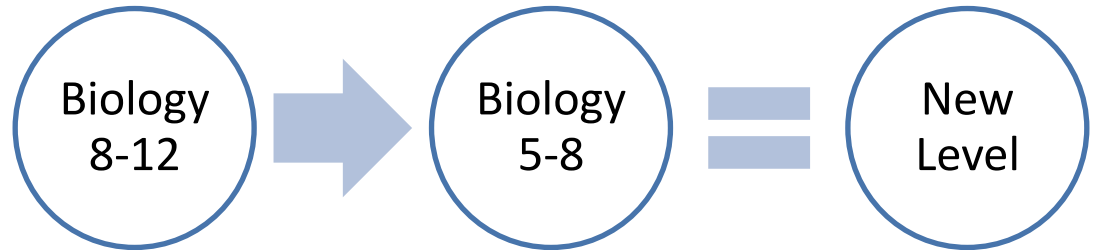
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# Additional Initial or Professional license

- **New Field**



- **New Level**

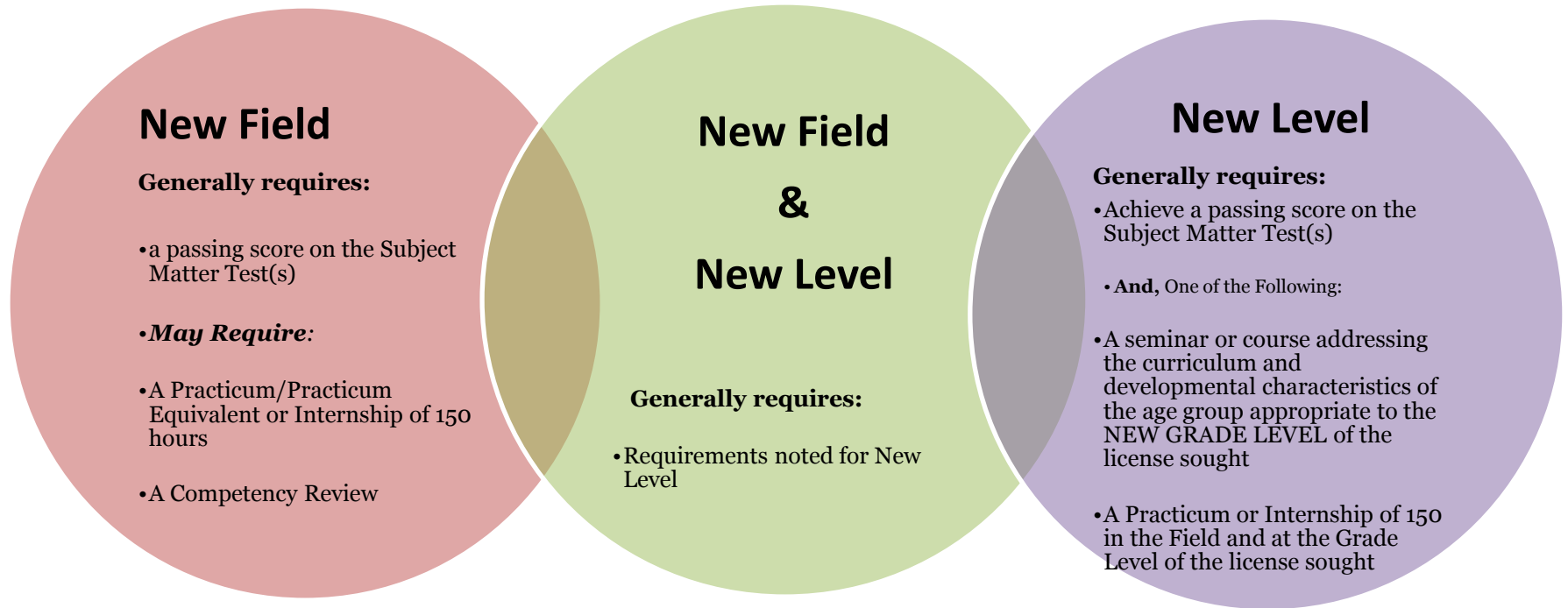


- **New Field and New Level**





# Satisfying additional Initial or Professional Teacher license requirements



# Practicum and Internship

## Practicum

- Sponsored by
  - Generally Completed through a College/University or an Approved Program
- Documentation
  - Practicum Report Form
  - Official Transcript

## Internship

- Sponsored by
  - Completed through School/District with assistance of licensed mentor
- Documentation
  - Letter:
    - should state the specific role and grade level of the internship
    - The specific number of hours involved
    - The beginning and ending dates



# Sample Internship Letter



Official school letterhead

08/24/2014

Dear Office of Educator Licensure,

Please be advised that Bill Smith (MEPID#) has successfully completed a 150-hour internship in the role of a teacher of students with **moderate disabilities grades PreK-8**. This internship started on 9/8/2010 and was completed on 6/10/2011.

Hours

Respectfully,

*John Doe*

Start date

End date

Principal

Signed by  
Principal

<http://www.mass.gov/edu/docs/ese/educator-effectiveness/licensing/template-sample-letter-internship-completion.pdf>



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# EARNING AN ADMINISTRATOR LICENSE



# Administrator Licensure Requirements

- Bachelor's Degree
- Prerequisite License and/or Experience
- Communication & Literacy Skills Test
- Performance Assessment
- Demonstration of successful application of professional standards for administrators
  - Approved Program
  - Panel Review
  - Apprenticeship/Internship
  - <http://www.mass.gov/edu/docs/ese/educator-effectiveness/licensing/panel-review-administrator-routes.pdf>
  - Possession of SEI Administrator Endorsement

Required as of 7/2014 as a licensure requirements for applicants trying to obtain a Supervisor Director (SEI Core) or a Principal license as their first Initial Administrator license.

\*Required as of 07/01/ 2016, Principals and Supervisor Directors that **supervise or evaluate** core academic teachers assigned to ELLs must either hold the SEI endorsement or obtain it within one year of assignment.

# Performance Assessment for Initial License (PAL)

PAL is required for applicants attempting to obtain their 1<sup>st</sup> Massachusetts Principal license (if they do not qualify through reciprocity) as of September 1, 2014. Individuals who applied and completed all requirements for Principal licensure prior to September 1, 2014, would not need to complete PAL as a requirement for that license.

Please visit [www.ma-pal.com](http://www.ma-pal.com) for information regarding completion of the MA-PAL requirement.

[www.ma-pal.com](http://www.ma-pal.com)



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# RENEWAL OF PROFESSIONAL LICENSE



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# Renewing a Professional License

- If renewing a professional-level license prior to 7/1/2016 with an expiration date that falls **prior to July 1, 2016**, the following requirements apply to renewal of a primary license:
  - Individual professional development plans (IPDP)\* must include at least 150 PDPs for the designated Primary Area. At least 120 of the PDPs must be in the content area of the license or in pedagogy directly related to the educator's primary license, with at least 90 of these PDPs in the content area of the educator's primary license. Aforementioned applies if you apply for renewal prior to 7/1/2016.
- If renewing a professional-level license with an expiration date that falls **on or after July 1, 2016**, (regardless of when you apply) the following requirements apply to renewal of a primary license (even if you renew your license early):
  - Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan (IPDP)\* in order to better support student achievement. Individual professional development plans must include at least 150 PDPs including:
    - ❖ At least 15 PDPs related to SEI or English as a Second Language.
    - ❖ At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
    - ❖ At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator's primary license.



<http://www.mass.gov/edu/docs/ese/educator-effectiveness/licensing/renewal-professional-license-2015-addendum-guidelines.pdf>

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# WAIVERS-OVERVIEW



# Waiver Facts

- Legal employment** in most roles as an educator in Massachusetts, requires a license.
- The Commissioner may exempt a district for any one school year from the requirement to employ licensed personnel by means of a **waiver**.
- Persons employed under hardship waivers must demonstrate that they are making **continuous progress** toward meeting the requirements for licensure in the field in which they are employed in order for **additional waivers** to be granted.



# Waiver Application Process

- The waiver application process requires that the Superintendent/Head Administrator signs an affidavit.

## Supporting Documentation

1. Proof of recruitment and promotional materials (within six months preceding the waiver request)
2. A list containing the names of each appropriately licensed candidate and explanation as to why the candidate did not qualify for the position
3. An explanation why the unlicensed candidate is qualified for the position. (Explanation)
4. Proof that the candidate has a bachelor's degree.



# Continuous Progress Policy

- When requesting a waiver for an additional year, districts must provide evidence that the educator has made **continuous progress** toward meeting the requirements for licensure.
- Evidence may include:
  - MTEL results
  - competencies/mentored employment
  - official transcripts verifying courses earning college credit
  - Educator overall evaluation rating of at least “**needs improvement**”
- For additional information on continuous progress, please visit:

(effective 07/01/2014)

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/districts/how-continuous-progress-is-calculated-for-an-additional.html>



# Calculating Continuous Progress

As of 7/1/13

## 6 Point System

- I. One semester credit of college coursework (**1 point**)
- II. Passing a full MTEL (**2 points**)
- III. Passing a subtest of an MTEL (**1 point**)
- IV. Meeting a “coverage of...” competency through 10 Professional Development Points or 10 hours of mentored experience\*\* (**1 point**)

## Timeframe to Gain 6 Points (When waiver was granted in the previous school year) :

- a) 12 months forward from the date that the last waiver was granted. **(or)**
- b) 12 months back from the date of the subsequent waiver request.

When waiver was not granted in the previous school year **only (b)** applies.



# Providing Waiver Support for:

- Competency Review requirements
- Seminars/\*Courses requirements
- Internship of 150 hour internship
  - ❖ Waivers are not required of appropriately licensed individuals.
  - ❖ All of the above may be satisfied through school sponsored professional development.

\*College/University Courses are not required.



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## NEXT STEPS



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# BEFORE YOU APPLY

**Utilize** the following resources to obtain general licensure information:

- Website ([www.doe.mass.edu/licensurehelp](http://www.doe.mass.edu/licensurehelp))

**Learn** about the license you are seeking:

- The category, field and grade level
- The type that best fits your level of preparation (Preliminary, Initial, Professional)

**Understand** that you should apply for licensure prior to needing it.

**Work** towards satisfying and documenting compliance with licensure requirements.





# APPLICATION

## Paper

- <http://www.mass.gov/edu/docs/ese/educator-effectiveness/licensing/pk12-application-package.pdf>
- Complete (\$100 for the first license + \$25 each additional)
- Attach documentation (applicable documentation)
  - Official transcripts from **ALL** colleges attended
  - Copies (front & back) of Out-of-State License
  - Endorsement form (if required)
    - *\*Please ensure that your name and SS# or license# or MEPID# are on all documents*
- **MAIL TO:**  
The Department of Elementary and Secondary Education  
Office of Educator Licensure  
75 Pleasant Street  
Malden, Massachusetts 02148

## Online

- Create profile in ELAR
- Apply & Pay (\$100 for the first license + \$25 each additional)
- Upload documents ELAR



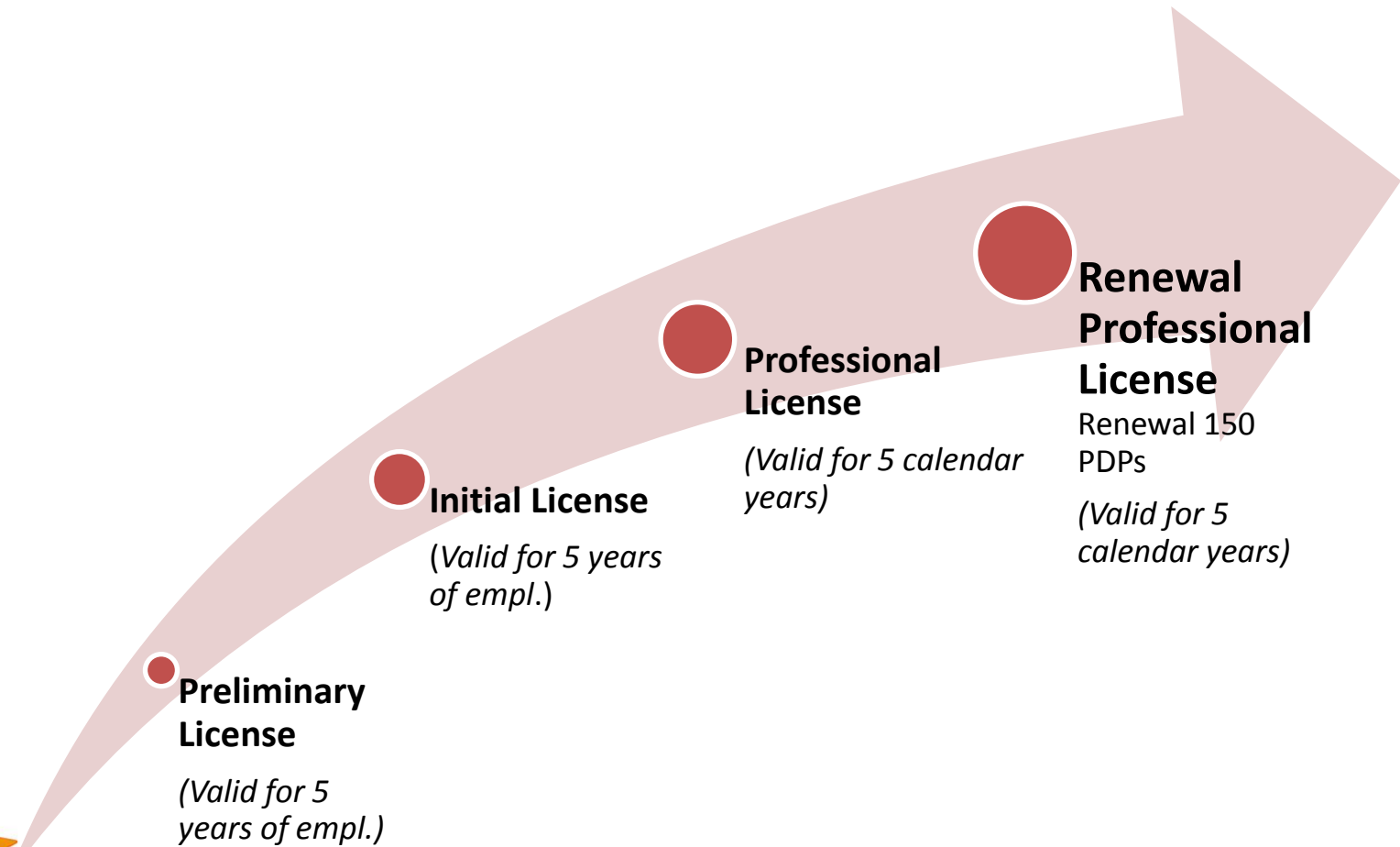
[www.doe.mass.edu/licensurehelp](http://www.doe.mass.edu/licensurehelp)

❖ MTEL Scores are reported electronically within ELAR



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# Validity of Licenses





# Help Us Help You

- Understand the validity of 1<sup>st</sup> and each license obtained
- Work toward satisfying requirements within the allotted time frame
- Licensure Regulations may change; **keep informed**
- Apply** for licensure well prior to “**needing**” it



# Helpful Links

- MTELS & VTEL
  - [www.mtel.nesinc.com](http://www.mtel.nesinc.com)
  - [www.doe.mass.edu/mtels](http://www.doe.mass.edu/mtels)
  - <http://www.glttech.org/home/ma-vocational-teacher-testing-program>
- Teacher Preparation
  - <http://www.doe.mass.edu/amazingeducators/>
- Professional Development
  - [www.doe.mass.edu/pd](http://www.doe.mass.edu/pd)
- RETELL/SEI
  - <http://www.doe.mass.edu/retell/>
- Documents/Resources
  - [www.mass.gov/ese/licensure/resources](http://www.mass.gov/ese/licensure/resources)

