



Massachusetts Department of
Elementary and Secondary Education

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Dear Colleagues,

We know teachers and administrators are critically important to student success. That's why we seek to ensure every child in the Commonwealth has access to effective teachers and administrators. Licensure is an important part of achieving this goal. This past spring, thanks to your help, ESE heard from over 300 educators in 26 focus groups about educator licensure. Attendees provided input on fundamental and aspirational questions about the Commonwealth's licensure system. A summary report of those findings is available here: <http://www.doe.mass.edu/edprep/ntep.html>

Based on the input we received from educators, ESE's vision and commitment to supporting great teaching, and review of research and other state policies, we have developed a set of Design Principles for a re-imagined licensure system. We have also developed multiple policy options that could advance those Principles. Over the coming months, we are again convening stakeholders across Massachusetts to solicit input on these Design Principles and Policy Options. These meetings are open to any educator in the Commonwealth. To date, over 300 people have signed up for these discussions. If you are among those who have registered, I look forward to seeing you.

I have heard some questions about the purpose of these meetings, what will be presented and what the process will be. The purpose of this next round of stakeholder engagement is to solicit feedback on the Design Principles and the Policy Options. These Policy Options represent different approaches to each aspect of the licensure system. The options fall along the spectrum of opinions we heard during the spring stakeholder meetings. For example, we will present three options for license renewal requirements ranging from one model based on local recommendation and measures to a model that is fully aligned with our evaluation system and a model in the middle that is rooted in the statewide Standards and Indicators of Effective Teaching Practice with a balance of local determination and state oversight. ESE is not advocating for any of the specific policy options over others; the purpose of the engagement is to catalyze dialogue and collect feedback on the various and different aspects of each of the policy options.

During the upcoming stakeholder meetings, we are not asking for people to vote on or express their support or opposition to any one or more of the Policy Options. Rather, we will be asking stakeholders to identify pros and cons of each of the Policy Options as well as specific considerations or challenges and how to address these challenges. The Design Principles and Policy Options are available on the website of our vendor and facilitator for these meetings, The Keystone Center: <http://www.keystone.org/maeducator>

While the upcoming forums and Policy Options focus primarily on teachers, we are examining all educator licensure policies, including administrator licensure and license renewal requirements. The Design Principles were developed to apply to all educators. The approach to the policy options for teacher licensure is guiding our parallel work on administrator licensure. As part of the stakeholder engagement, in the coming months we will be meeting with a variety of people to discuss how the Design Principles and Policy Options could inform development of administrator policies and the implications for each group of licensed professionals.

After we hear from all of you, we will have a summary prepared of the input we receive. We will then continue our research and work to draft a set of proposed policies informed by your input, our research and ESE's vision. We expect to share those proposed policies in the Spring of 2015.

At the same time ESE is engaging with all of you on policy options, we are also continuing our work internally to improve the systems and processes of the licensure office. You told us last spring that we are not as accessible to you as we would hope and you told us clearly that our processes have been unresponsive and slow. In response, this year, we have taken actions that have reduced application review time from 32 weeks to 4 weeks and are committed to shortening this even more. To identify additional ways we can better serve educators, we are also undertaking a four month comprehensive review of all aspects of our license office operations to improve our efficiency and customer service.

Thank you in advance for your support of this work and your support of building a licensure system that well-serves educators and students and districts and educator preparation programs and ESE alike. If you have questions or suggestions, please reach out to us through Brooke Trainum, Associate at the Keystone Center: btrainum@keystone.org.

Best,



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Educator Licensure and License Renewal
Design Principles & Policy Options
 For Discussion Purposes Only

Design Principles

<p>Entering the Profession</p>	<p>To enter the profession, teacher and principal candidates will have strong knowledge of content, demonstrated classroom skills and ability to advance student learning, and the skills and disposition required to meet the needs of Massachusetts students to ensure our students are ready for success after high school.</p>
<p>Continuing in the Profession</p>	<p>To continue in the profession, educators will show evidence that they have made an impact on student learning, evidence of strong knowledge of what they teach and demonstrated pedagogical competency to deliver content. The requirements for advancement and renewal will support the continuous growth of educators.</p>
<p>Pathways to Leadership</p>	<p>The licensure process will permit knowledgeable, talented, and dedicated aspiring leaders (teachers and administrative system leaders) the opportunity to make a positive impact on Massachusetts students. The process will add value and create advancement and pathway opportunities for aspiring leaders (teachers, school and system leaders). As professionals continue in the licensure process, the requirements for advancement will support the continuous growth of educators.</p>
<p>Efficient Processes</p>	<p>To ensure an accessible process for all that helps to get effective teachers and principals in classrooms, schools and school systems across the Commonwealth, licensure needs to be efficient and utilize resources effectively. The system must be sustainable and allow flexibility to meet and adapt to changing conditions in the profession and across the Commonwealth.</p>

Policy Options for Teacher Licensure & License Renewal

1. Entering the Profession: *To enter the profession, teacher and principal candidates will have strong knowledge of content, demonstrated classroom skills and ability to advance student learning, and the skills and disposition required to meet the needs of Massachusetts students to ensure our students are ready for success after high school.*

Entry Into the Profession for Teachers	
Model A: Residency Program Based Entry	Model B: Preparation Program Based Entry
<p>Residency Program Entry: To enter a residency program, candidates must show content knowledge (BA + MTEL), demonstrable evidence of perseverance, grit and consistent high achieving results. Prior to entering a residency, candidates must participate in multiple classroom observations in diverse settings.</p> <p>Residency Completion Requirements: One year residency in classroom setting similar to expected career-starting classroom under an expert teacher (not as the teacher of record). Candidates are in-school/in-classroom at least 75% of the school week.</p> <p>Residency Program Design:</p> <ul style="list-style-type: none"> • One-year cohort owned by an approved preparer (school, district, traditional or alternative prep program) so candidates benefit from group learning and shared experiences. • Program must be built to support development and growth of residents' knowledge of and skills in the Professional Standards for Teachers. • Program will use an Interim Residency Assessment (IRA) throughout residency as part of an annual Pre-Service Teacher Performance Assessment (PSTPA). • Expert teacher should assess 1) curriculum, planning, and assessment, 2) teaching all students, including ability to manage classroom, 3) family and community engagement, and 4) contributions to professional culture and help support and hone the skills that the candidate learns in the sponsoring program. • The pre-service assessment results will be used throughout the year to train and coach candidates. Candidates will need to show growth through the PSTPA. • During residency, Candidate will have experience with diverse student populations. 	<p>Transitional License Requirements: To enter the classroom, candidates must complete an approved prep program, show content knowledge (BA + MTEL), demonstrable evidence of perseverance, grit, and demonstrable evidence of consistent high achieving results. During preparation, candidate must have experience working with diverse student populations.</p> <p>As part of the completion of an approved prep program candidates must successfully pass the new Massachusetts Pre-Service Teacher Performance Assessment (PSTPA).</p> <p>Supervising teacher(s) with whom candidates served as student teachers must sign off attesting that candidate is classroom ready and prepared to make impact with students on Day 1.</p> <p>Transitional License Privileges: Valid for one year for a candidate that is employed in a school as teacher of record or associate teacher. Can be conditionally renewed for one year with recommendation of Local Education Agency (LEA).</p>

<p><u>Promotion & Filters:</u></p> <ul style="list-style-type: none">• If candidate not demonstrating adequate performance based in IRAs during months 6-9, the candidate should be exited from the program.• If candidate fails to demonstrate positive impact on student learning during first year, resident permit not renewed.• Candidates showing growth on IRAs but not yet passing the PSTPA may have Permit extended for a second year at discretion of preparer and with submission to ESE of aligned development plan with additional support.• Master teacher(s) with whom candidates served as residents must sign off in order to receive License A. <p><u>License A Advancement:</u></p> <ul style="list-style-type: none">• Pass the new Massachusetts Pre-Service Teacher Performance Assessment.• The preparer should continue to provide induction and support through year one on License A.	<p><u>Promotion & Filters:</u></p> <ul style="list-style-type: none">• Educator's ability assessed after the first year based on Educator achieving SMART goal(s) with students.• Candidate's ability also assessed by LEA measures and observable classroom skills. <p><u>License A Advancement:</u></p> <ul style="list-style-type: none">• Evidence of participation in the Educator Evaluation system and a summative performance rating of at least Needs Improvement.• Completion of a Developing Educator Plan.• Evidence of successful participation in and completion of an induction program.
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<p>2. Continuing in the Profession: To continue in the profession, educators will show evidence that they have made an impact on student learning, evidence of strong knowledge of what they teach and demonstrated pedagogical competency to deliver content. The requirements for advancement and renewal will support the continuous growth of educators.</p>		
<p>License Renewal and Advancement for Teachers</p>		
<p>Model A</p>	<p>Model B</p>	<p>Model C</p>
<p>State Role: Decides if candidate receives license District Role: Report candidate evaluation and student impact ratings.</p>	<p>State Role: Monitor Educator Plans and Goals District Role: Implement Educator Plans and certify progress to state.</p>	<p>State Role: Process license and renewal applications District Role: Recommend and support local assessment of educators</p>
<p>Teacher License A</p>		
<p>License A Term:</p> <ul style="list-style-type: none"> Initially valid for two years. Renewable for three years. <p>License A Requirements:</p> <ul style="list-style-type: none"> Must build in 1 SMART goal in the first step (Goal-setting) of the 5-step process that is directly connected to an area for improvement as identified in the Pre-Service Teacher Performance Assessment (PSTPA) or Educator Plan. Districts must demonstrate each of the years of License A that the Educator: a) has an Educator Plan and b) Educator fulfilled the Goals on the Educator Plan. Participate in induction, mentoring or other district support for ongoing professional development as appropriate. <p>License A Renewal:</p> <ul style="list-style-type: none"> License A is automatically renewed for all Educators with summative performance ratings of at least Proficient each year and at least moderate student impact rating each year. 	<p>License A Term:</p> <ul style="list-style-type: none"> Initially valid for two years. Renewable for three to five years. <p>License A Requirements:</p> <ul style="list-style-type: none"> Must build in 1 SMART goal in the first step (Goal-setting) of the 5-step process that is directly connected to an area for improvement as identified in the Residency Performance Assessment. Districts must demonstrate each of the years of License A that the Educator: a) has an Educator Plan and b) Educator fulfilled the Goals on the Pre-Service Teacher Performance Assessment (PSTPA) or Educator Plan. Participate in induction and mentoring program. <p>License A Renewal:</p> <ul style="list-style-type: none"> License A is automatically renewed for all Educators with Exemplary or Proficient summative performance ratings and not more than one summative performance rating of Needs Improvement or Unsatisfactory. 	<p>License A Term:</p> <ul style="list-style-type: none"> Initially valid for two years. Renewable for three years. <p>License A Requirements:</p> <ul style="list-style-type: none"> Must build in 1 SMART goal in the first step (Goal-setting) of the 5-step process that is directly connected to an area for improvement as identified in the Pre-Service Teacher Performance Assessment (PSTPA) or Educator Plan. Districts must demonstrate each of the years of License A that the Educator: a) has an Educator Plan and b) Educator fulfilled the Goals on the Educator Plan. Participate in induction and mentoring program. <p>License A Renewal:</p> <ul style="list-style-type: none"> Educators may renew a license by completing (or demonstrating) any two of the following: <ul style="list-style-type: none"> Recommendation from the employing LEA for license renewal Satisfactory results based on Student Feedback through a Survey or other means

<ul style="list-style-type: none"> • Educators with one or more Needs Improvement rating or low student impact must demonstrate that they have completed (or are currently involved with) a Directed Growth Plan and have made (or are making) progress toward earning a rating of Proficient. • Educators with Unsatisfactory summative performance ratings or low student impact ratings in any two consecutive years are not eligible for License A renewal. • All license renewal decisions are subject to state governed appeals process. 	<ul style="list-style-type: none"> • License A is automatically renewed for five years for all Educators with at least two Exemplary summative performance ratings if current license is valid for three years or three ratings of Exemplary if current license is valid for five years. • Educators with Needs Improvement summative performance ratings for any one year must show progress towards Goals on Educator Plan for License A renewal. • Educators with more than one Needs Improvement rating during a license period or any Unsatisfactory rating must submit to the state evidence of professional learning aligned to their Educator Plan <i>and</i> progress toward Goals with certification by the employing LEA. • If Educator fails to demonstrate to the state progress towards growth identified in the Educator Plan, the license may be conditionally extended for one additional year if LEA or its designee(s) provides additional coaching. • All license renewal decisions are subject to state governed appeals process. <p>Filters & Additional Support:</p> <ul style="list-style-type: none"> • If a candidate has two consecutive ratings of Unsatisfactory, Educator must change context (i.e., change schools or districts) and license may be renewed for one year during which evidence of progress toward goals of their Educator Plan must be attested to by the employing LEA and submitted to the state. 	<ul style="list-style-type: none"> • Successful and Effective Parent Engagement • Recommendation by a Peer working in the same school as the Educator <i>and</i> certification by employing LEA that Educator led work with other teachers to improve student outcomes • Demonstrated classroom skills as measured by a Peer Review using the LEA's observation rubric • Satisfactory Student Growth as measured by Student Growth Percentile (SGP) or other District Determined Measures (DDM). • Serving successfully in a high-needs school • Appropriate Professional Development from a state approved provider or state PD Resource Bank. • All license renewal decisions are subject to state governed appeals process.
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Model A	Model B	Model C
<p>State Role: Decides if candidate receives license</p> <p>District Role: Report candidate evaluation and student impact ratings.</p>	<p>State Role: Monitor Educator Plans and Goals</p> <p>District Role: Implement Educator Plans and certify progress to state.</p>	<p>State Role: Process license and renewal applications</p> <p>District Role: Recommend and support local assessment of educators</p>
<p>Optional Teacher License B (Valid for 5 Years)</p> <p>Requirements for License B:</p> <ul style="list-style-type: none"> • Educator has held License A for three years. • Educator has earned a summative performance rating of Exemplary for two of last three years. • Educator has earned student impact ratings of at least moderate for preceding three years. 	<p>Requirements for License B:</p> <ul style="list-style-type: none"> • Educator has held License A for three years. • Educator has earned at least one summative performance rating of Exemplary and no more than one Needs Improvement during the preceding three years. • Submission to the state evidence of professional learning aligned to Educator Plan <i>and</i> progress toward Plan Goals with certification of such progress by employing LEA. • Certification by employing LEA of collaboration with other Exemplary teachers to work toward Educator's Goals in Educator Plan. • Certification by employing LEA of Educator having worked with other teachers to support their development toward the Goals of their Educator Plan. • Satisfactory performance on a state developed and district overseen Teacher Performance Assessment for Experienced Teachers that includes tools for assessing advanced skills and skills associated with teacher leadership. 	<p>Requirements for License B:</p> <p>Completing (or demonstrating) any one item from List 1 and any two items from List 2:</p> <p>List 1:</p> <ul style="list-style-type: none"> • National Board Certification • DESE approved MA/PhD • District determined measures of Educator performance for earning License B • A summative performance rating of Exemplary for two of preceding three years. <p>List 2:</p> <ul style="list-style-type: none"> • Recommendation from employing LEA • Satisfactory results based on Student Feedback through a Survey or other means • Successful and Effective Parent Engagement • Recommendation by a Peer <i>and</i> certification by LEA that Educator led work with other teachers to improve student outcomes • Demonstrated classroom skills as measured by a Peer Review using the LEA's observation rubric • Satisfactory Student Growth as measured by Student Growth Percentile (SGP) or other District Determined Measures (DDM). • Serving successfully in a high-needs school • Appropriate Professional Development from a state approved provider or state PD Resource Bank.
<p>License B Renewal:</p> <p>License B will be renewed for all Educators with summative performance ratings of Exemplary or Proficient and student impact ratings of at least moderate for each of the preceding five years.</p>	<p>License B Renewal:</p> <p>Continued meeting of Requirements for earning License B.</p>	<p>License B Renewal:</p> <p>Completing (or demonstrating) any two items from List 2 contained in Requirements for License B.</p>

3. Pathways to Leadership: *The licensure process will permit knowledgeable, talented, and dedicated aspiring leaders (teachers and administrative system leaders) the opportunity to make a positive impact on Massachusetts students. The process will add value and create advancement and pathway opportunities for aspiring leaders (teachers, school and system leaders). As professionals continue in the licensure process, the requirements for advancement will support the continuous growth of educators.*

Leadership and Career Pathways for Teachers

Endorsement Options

Meaningful Endorsements: Meaningful Endorsements that signal to schools and districts that this teacher has a specialized skill; skill can be used in school or district setting to advance school and/or district goals or provide PD to peers and others. These endorsements might include:

- Data Specialist
- Turnaround Specialist
- Urban Schools Specialist
- Family & Community Engagement Specialist
- Curriculum and Instruction Specialist
- Autism Specialist
- Technology & Blended Learning Specialist
- Distance & Virtual Learning Specialist
- Autism Specialist (Currently under development)
- English Language Learner Specialist
- Transition Specialist (Currently available endorsement)
- Transitional Bi-Lingual Learner (Currently available endorsement)
- Sheltered English Immersion (Currently available endorsement for Teachers and Administrators)

4. Efficient Processes: *To ensure an accessible process for all that helps to get effective teachers and principals in classrooms, schools and school systems across the Commonwealth, licensure needs to be efficient and utilize resources effectively. The system must be sustainable and allow flexibility to meet and adapt to changing conditions in the profession and across the Commonwealth.*

State Commitment and Changes to Improve Process

Policy Changes

License Simplification: A license system that issues an entry permit, a first license (A) and an optional second license (B), all with simplified and streamlined renewal requirements and consolidated into one set of regulations.

Automatic Renewal: Educator data reported to the state system and automatic renewal to Educators who meet license or advancement requirements.

DESE System & Process Changes

Technology: An integrated system with all of the existing online systems that teachers, admins, and districts (ELAR, EPIMs, Edwin Analytics) utilize with automated processes for renewal, expiration, and eligibility for career advancement. Analyze the need for new technology to support and streamline elements of the system, for example, a warehouse of professional development providers and offerings that link to Educator Plans.

Decision Time: In order to increase its own internal efficiency, the department commits to a 5-week turnaround time to process an application and notify candidates of their licensure decision.