COMPETENCY REVIEW GUIDE

OFFICE OF EDUCATOR LICENSURE

How to Satisfy and Document - Subject Matter Knowledge Competency Review Requirements

February, 2017

Table of Contents:

INTRODUCTION ---------- **1**

HOW TO SATISFY "COVERAGE OF" A REQUIREMENT ---------- **2**

HOW TO DOCUMENT COMPLETION OF ANY ONE OF THESE OPTIONS ---------- **2**

SUBJECT MATTER KNOWLEDGE COMPETENCY REVIEW REQUIREMENTS ---------- **4**

MODERATE DISABILITIES ---------- 4
INSTRUCTIONAL TECHNOLOGY ---------- 4
SEVERE DISABILITIES ---------- 5
DEAF & HARD-OF-HEARING ---------- 6
FOREIGN LANGUAGES ---------- 7
GENERAL SCIENCE, 1-6 ---------- 8
HISTORY, 1-6 ---------- 8
LIBRARY ---------- 9
VISUALLY IMPAIRED ---------- 9

COLLEGE/UNIVERSITY COURSEWORK SAMPLE VERIFICATION LETTER TEMPLATE ---------- **10**

MENTORED EMPLOYMENT OR PEER COACHING SAMPLE VERIFICATION LETTER TEMPLATE ---------- **11**

SEMINAR, WORKSHOP, OR OTHER PROFESSIONAL LEARNING EXPERIENCE SAMPLE VERIFICATION LETTER TEMPLATE ---------- **12**

INTRODUCTION

What is a Competency Review?

The process for determining whether the subject matter knowledge requirements for a license have been met in a field for which there is no subject matter knowledge test and elsewhere as required in the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00, using Department guidelines.

What licenses are impacted?

These competency review guidelines are intended to assist applicants seeking to obtain a license noted below at the Preliminary type, or as an additional license at the Initial or Professional type.

- Deaf & Hard-of-Hearing
- Foreign Languages - where there is no MTEL subject matter test for the language
- General Science, 1-6
- History, 1-6
- Instructional Technology
- Library
- Moderate Disabilities
- Severe Disabilities
- Visually Impaired

NOTE: An applicant for a **General Science 1-6** license has the option of passing the MTEL General Science subject matter test in lieu of satisfying the competency review for the license and an applicant for a **History 1-6** licenses has the option of passing the MTEL History subject matter test in lieu of satisfying the competency review for the license.

**Licensure requirements for the licenses noted above may be found by visiting the Licensure Requirements tool:* www.doe.mass.edu/licensurehelp.

HOW TO SATISFY "COVERAGE OF" A REQUIREMENT

How is "Coverage of" a requirement satisfied?

Through completion of a professional learning experience(s) that provided at least 10 hours of instruction specific to and completely covering a subject matter knowledge competency review "Coverage of" requirement.

What professional learning experiences can be completed toward gaining these hours?

These hours may be gained though completion of any one or combination of the following options: coursework, seminars, workshops, mentored employment, peer coaching, or other professional learning experiences. Please note, professional learning experiences that are solely self-taught (no instructor involved) would not be applicable toward these hours.

HOW TO DOCUMENT COMPLETION OF ANY ONE OF THESE OPTIONS

Option I - Coursework: Coursework: If you have addressed any 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. As supporting documentation, you may include a letter as noted below or a copy of the official course catalog description.

Option II - Seminar/workshop or other professional learning experience: If you have addressed any requirement through a previously completed seminar or workshop then submit a letter as noted below or a copy of your certificate of completion. As supporting documentation, you may submit an official catalog description.

Submitting a letter is encouraged when it is not self-evident in the title of a course, seminar, workshop, or other professional learning experience or in supporting documentation that any or all of a requirement has been covered and/or how many hours of instruction were delivered specific to a requirement. The letter should state the number of hours of instruction that were delivered specific to a requirement and the specific component(s) of the requirement that were covered. For example, if the requirement has been completely satisfied through one of these professional learning experiences then this should be documented in the letter by the following language: "At least 10 hours of instruction were delivered within (state professional development activity) specific to and completely covering (state entire requirement)." A professional learning experience may be used to satisfy more than one requirement.

Letters verifying coursework must be on official college/university letterhead and be signed by the course instructor, licensure officer, appropriate department chair, registrar, dean, provost, chancellor, vice-president, or president. Letters verifying seminars, workshops, or additional professional learning experiences should be on official letterhead of the provider and be signed by an appropriate representative.

Option III - School-based mentored employment/peer coaching: If you have addressed a requirement through school-based (PreK-12) mentored employment or peer coaching, 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. If the requirement has been completely satisfied through mentored employment or peer coaching this should be stated in the letter through the following language: "At least 10 hours of (state either mentored employment or peer coaching) were delivered specific to and completely covering (state the entire requirement)." The name and license number of the educator who served as the mentor or coach must also be included.

NOTE:

- Providers of professional learning experiences may be in a position to write a letters as noted above; however, it is up to the discretion of the provider to issue such a letter and it is not a requirement or expectation of the Office of Educator Licensure.
- All documentation submitted in support of a competency review will be reviewed and considered for compliance to requirements. The Office of Educator Licensure may seek further clarification if needed.

SUBJECT MATTER KNOWLEDGE COMPETENCY REVIEW REQUIREMENTS

Generally, the Department refers to satisfying a subject matter knowledge competency review requirement as "Coverage of."

MODERATE DISABILITIES

Coverage of:

- Educational terminology for students with mild to moderate disabilities;
- Preparation, implementation, and evaluation of Individualized Education Plans (IEPs);
- Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities;
- Federal and state laws and regulations pertaining to special education;
- Coverage of Knowledge of services provided by other agencies;
- Ways to prepare and maintain students with disabilities for general education classrooms;
- Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.

INSTRUCTIONAL TECHNOLOGY

Coverage of:

- Technology tools for word processing, databases, spreadsheets, print/graphic utilities, multi- and hypermedia, presentations, videos for the purpose of formal and informal assessment, instruction, and administration for professional and instructional use;
- 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;
- Criteria for selection, evaluation, and use of appropriate computer/technology based materials to support a variety of instructional methods;
- Ethical and social issues surrounding privacy, copyright, and crime relating to educational technology and resources;
- Use of resources for adaptive/assistive devices that provide access for all students;
- 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.

SEVERE DISABILITIES

Coverage of:

- Definitions, etiologies, and characteristics of severely disabling conditions;
- Theories, concepts, and methods of assessing physical, emotional, intellectual, and social development in children and adolescents;
- Theories of language development and the effects of disabilities on learning;
- Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension;
- Phonemic awareness and phonics: principles, knowledge, and instructional practices;
- Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments;
- Development of a listening, speaking, and reading vocabulary;
- Theories on the relationships between beginning writing and reading;
- Theories of first and second language acquisition and development;
- Preparation, implementation, and evaluation of Individualized Education Programs (IEPs);
- How to design or modify curriculum, instructional materials, and classroom environments for students with severe disabilities;
- Ways to prepare and maintain students with severe disabilities for general education classrooms; for example, use of behavioral management principles;
- Knowledge of services provided by other agencies;
- 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;
- Federal and state laws pertaining to special education;
- Techniques for developing skills designed to facilitate placement in least restrictive environments;
- Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies;
- Source and operation of orthotic devices, medical technologies, and computer-moderated prosthetic devices.

DEAF & HARD-OF-HEARING

Coverage of:

- Theories of language acquisition for American Sign Language (ASL) and English in hearing and deaf and hard-of-hearing children;
- Theories on the relationship between ASL and the English language;
- Similarities and differences in the linguistic structure of ASL and English;
- Benefits and limitations of ASL, spoken English, and printed English for learning, and the instructional strategies for using them;
- Knowledge of how deaf people live their daily lives;
- Historical and current developments in deaf education in the United States and other countries;
- Features of family support and services;
- Similarities and differences between hearing and deaf and hard-of-hearing students in emotional, social, and intellectual development;
- 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;
- Design or modification of the curriculum and instructional materials for the deaf and hard-of-hearing;
- Modifications of theories of reading for hearing children necessary for the learning of reading by deaf and hard-of-hearing children;
- General and specific effects of hearing loss upon the production of speech and the reception of speech and other sounds;
- General and specific effects of visual processing and reception of a visual language and its acquisition;
- Anatomy and physiology of human speech, hearing, and language mechanisms;
- Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results;
- Characteristics of types of amplification equipment and their uses by teachers and students;
- Medical, social, ethical, and educational research relating to the deaf and hard-of-hearing, including the effects of cochlear implants on language learning;
- Preparation, implementation, and evaluation of Individualized Education Programs (IEPs);
- Federal and state laws pertaining to special education.

FOREIGN LANGUAGES

An MTEL subject matter test is available for the following languages: Chinese (Mandarin), French, German, Italian, Portuguese, Russian, and Spanish. However, a Competency Review is required for all other foreign languages as noted below.

Coverage of: (PreK-6 grade level licenses)

- Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language). *Please note, this requirement can be satisfied by achieving at least an Advanced Low score on the American Council for the Teaching of Foreign Languages (ACTFL) OPI and WPT proficiency tests. Information regarding ACTFL proficiency tests can be found at https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office;
- 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;
- 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;
- Children's literature, songs, and games in the target language;
- Characteristics of elementary reading and writing pedagogy in the target language;
- Similarities and differences between the target language and English;
- Theories of, and differences between, first and second language acquisition.

Coverage of: (5-12 grade level licenses)

- Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language). *Please note, this requirement can be satisfied by achieving at least an Advanced Low score on the American Council for the Teaching of Foreign Languages (ACTFL) OPI and WPT proficiency tests. Information regarding ACTFL proficiency tests can be found at https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office;
- Similarities and differences between the target language and English;
- Theories of, and differences between, first and second language acquisition;
- 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;
- Introductory knowledge of the other arts (historical traditions, genres, and major artists) associated with the country of origin of the target language;
- Introductory knowledge of the political, social and intellectual history of the country or culture with which the target language is or was originally associated;
- 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 as associated.

American Sign Language - Coverage of: (PreK-6 and 5-12 grade levels)

- Expressive and receptive fluency in American Sign Language at a level of proficiency set by the Board; *Please note, achieving a passing score (rating of at least Intermediate) on the SLPI: ASL test will also satisfy this requirement. Further information, including test preparation, can be found at http://www.rit.edu/ntid/slpi/. While there is no appeal process, a candidate may re-take the SLPI: ASL test until a passing scored is received. If you have an official SLPI test score from out of state then please call MCDHH at 617-740-1690 and have your letter with SLPI: ASL test information available.
- Knowledge of deaf history;
- Knowledge of deaf culture;
- Introductory knowledge of deaf art;
- Knowledge of different literary genres; for example, children's literature, poetry, and games associated with the deaf;
- Theories of first and second language acquisition for American Sign Language;
- Similarities and differences in the linguistic structure of American Sign Language and English;
- Knowledge of methods of instruction in American Sign Language;
- Knowledge of philosophies of American Sign Language.

GENERAL SCIENCE, 1-6

Coverage of:

- Basic principles and concepts of the life sciences appropriate to the elementary school curriculum;
- Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum;
- History and philosophy of science;
- Safety issues related to science investigations.

OR

- Pass the MTEL General Science subject matter test.

HISTORY, 1-6

Coverage of:

- United States history from the age of exploration to the Civil War;
- World history from human beginnings and ancient and classical civilizations of the Mediterranean area; and English and Western European history through the Enlightenment;
- Geography: major physical features of the world and key concepts of geography;
- Basic economic principles and concepts;
- United States political principles, institutions, and processes, their history and development;
- Major developments and figures in Massachusetts history.

OR

- Pass the MTEL History subject matter test.

LIBRARY

Coverage of:

- Characteristics, uses, and design of information systems, for standard reference sources and appropriate technologies;
- Selection, acquisition, organization, and maintenance of information resources;
- Appropriate equipment for using information resources;
- Development, organization, management, and evaluation of school library media programs and resource centers;
- Literature for children and young adults;
- Selection, adaptation, and production of instructional materials;
- Federal and state laws and regulations pertaining to media, including those governing access to and reproduction of materials;
- Ethical issues affecting library media services;
- Community and governmental resources.

VISUALLY IMPAIRED

Coverage of:

- Similarities and differences between visually impaired and non-visually impaired children in emotional, social, physical, and intellectual development;
- Anatomy and physiology of the eye and visual abnormalities;
- Historical and current developments in education of the visually impaired in the United States and other countries;
- How to use state-of-the-art diagnostic information;
- Medical and educational research related to the visually impaired;
- Use of Grade II Braille and the Nemeth Code;
- Use of assistive technology such as low-vision devices;
- Design or modification of the curriculum and instructional materials for the visually impaired;
- Ways to prepare visually impaired students for classrooms ranging from general education classrooms to schools for the visually impaired;
- Features of family support and services;
- Preparation, implementation, and evaluation of Individualized Education Programs (IEPs);
- Federal and state laws pertaining to special education.

College/University Coursework Sample Verification Letter Template

Helpful in providing further clarity:
Constructing a letter with the information indicated below is especially helpful in streamlining the competency review process when we have received official transcripts.

- Required letter components -

- ✓ Must be on official college/university letterhead
- ✓ Must be signed by the course instructor, licensure officer, appropriate department chair, registrar, dean, provost, chancellor, vice-president, or president.
- ✓ Must include attestation statement.

Applicant's Name: _____

MA Educator License Number: _____ *Or* MEPID: _____

License Field and Grade Level: _____

Attestation Statement:
Completion of the course(s) listed below provided the applicant with at least ten (10) hours of instruction specific to and completely covering each of the competency review requirements (noted below) as attested to by signature and title.

Coursework:

Insert Course Prefix, Number, and Name: _____

Competency Review Requirements:

Coverage of: _____

Coverage of: _____

Coverage of: _____

Printed name: _____ Signature: _____

Title: _____
(course instructor, licensure officer, appropriate department chair, registrar, dean, provost, chancellor, vice-president, or president)

Name of College/University: _____

Please note: Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found here.

Mentored Employment or Peer Coaching Sample Verification Letter Template

Helpful in providing further clarity:
Constructing a letter on official school letterhead of the provider with the information indicated below is especially helpful in streamlining the competency review process if you have addressed a requirement through school-based (PreK-12) mentored employment and/or peer coaching.

- Required letter components -

- ✓ Must be on official school letterhead of the provider
- ✓ Must be signed by the Superintendent/or equivalent
- ✓ Must include attestation statement.

Applicant's Name: _____

MA Educator License Number: _____ *Or* MEPID: _____

License Field and Grade Level: _____

Attestation Statement:
The applicant was provided with at least ten (10) hours of instruction specific to and completely covering each of the below competency review requirements through mentored instruction and/or peer coaching delivered by the mentor (noted below) as attested to by my signature and title.

Competency Review Requirements:

Coverage of: _____

Coverage of: _____

Coverage of: _____

Printed name of mentor: _____

Mentor's MA Educator License Number: _____

Name of provider school district: _____

Printed name of superintendent/or equivalent: _____

Signature of superintendent/or equivalent: _____

Please note: Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found here.

Seminar, Workshop, or Other Professional Learning Experience Sample Verification Letter Template

Helpful in providing further clarity:
Constructing a letter with the information indicated below is especially helpful if you have addressed a requirement through completion of a seminar, workshop, or other professional learning experience.

- Required letter components -

- ✓ Must be on official letterhead of the provider.
- ✓ Must be signed by an appropriate representative.
- ✓ Must include attestation statement.

Applicant's Name: _____

MA Educator License Number: _____ *Or* MEPID: _____

License Field and Grade Level: _____

Attestation Statement:
Completion of the seminar(s), workshop(s), or other professional learning experience(s) listed below provided the applicant with at least ten (10) hours of instruction specific to and completely covering each of the competency review requirements (noted below), as attested by signature and title.

Title of seminar, workshop, or other professional learning experience: _____

Competency Review Requirements:

Coverage of: _____

Coverage of: _____

Coverage of: _____

Name of Provider Organization: _____

Printed Name of Representative: _____ Signature: _____

Title: _____

Please note: Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found here.