

**603 CMR 7.00 Educator Licensure and Preparation Program Approval Regulations
17.04 (3) Bilingual Education Endorsement**

MABE and the Language Opportunity Coalition agrees with this comprehensive endorsement framework that embraces both Dual Language Education (DLE) and Transitional Bilingual Education (TBE) program needs for qualified teachers. Currently, the Transitional Bilingual Learning Endorsement is solely a language requirement and does not include subject matter knowledge. Thus, the current endorsement framework adds needed depth to the TBL endorsement.

However, the Language Opportunity Coalition (LOC) is recommending the following changes for the Bilingual Education Endorsement (BEE) regulations (see suggested revisions below):

1. Consistently use the term “Dual Language Education” in the regulations instead of “two-way immersion.”
2. Add a 75 hours field placement option in 7.14(3)(a) 3 for teachers with field experience in a dual language program.
3. Link exemption requirements in 7.14(3)(a) 3.a. to an ESL license and classroom teaching;
4. Change the term “instructional component” to “instructional content component” in 7.15 (9) (c) 1.a. and 1.b.
5. For teachers responsible for teaching content in English in 7.15(9)(c) 1.b., add teachers dually licensed in ESL and an academic content area.

Dual Language & Bilingual Teacher Shortage

There is a well-documented shortage of bilingual teachers both regionally and nationwide. Due to the previous English Learner education policy, Massachusetts has not developed many bilingual teachers locally over the past 15 years, and this poses a significant challenge for the expansion of new bilingual programs under the LOOK Act. We urge the Board of Education to consider ways to develop the pipeline for new dual language/bilingual teachers and administrators, including funding to support bilingual teacher training, Institutes of Higher Education grants, and other measures.

The establishment of a Dual Language (DL) and Transitional Bilingual Education (TBE) Teacher /Administrator Pipeline will require Institutions of Higher Education (IHE) to revamp current coursework and create new and appropriate coursework and programming to ensure that DL and TBE teachers/administrators provide the best TBE and DL education to our students in the Commonwealth. The State also needs to be prepared to provide additional technical support and expertise to districts.

Proposed Regulations with Suggested Changes	Comments
603 CMR 7.00 Educator Licensure and Preparation Program Approval Regulations	

<p>7.02: Definitions</p> <p>Bilingual Education: An educational program that involves teaching academic content in two languages, English and another language. Program types determine the varying amounts of each language used in instruction. Bilingual education programs include dual language programs, transitional bilingual programs, and any other bilingual program types that may be approved by the Department.</p>	<p>Notice the definition (in blue) in 7.02, which is consistent with the LOOK Act but not consistent with 7.15(9)(c)1</p>
<p>7.14: Endorsements</p> <p>(3) Bilingual Education Endorsement</p> <p>(a) Bilingual Education Endorsement is to be awarded to educators who meet all of the following requirements:</p> <ol style="list-style-type: none"> 1. A passing score on a foreign language test acceptable to the Department in the relevant foreign language. 2. Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14(3)(b), through one of the following: <ol style="list-style-type: none"> a. Successful completion of a Department-approved course of study for providing bilingual education. The Department shall issue guidelines for approval of this course of study. b. A passing score on a test acceptable to the Department. 3. Field Experience Requirement Through One of The Following <ol style="list-style-type: none"> a. Teachers who possess a license from 6.3 7.04 (3) a. Types of Educator license who can demonstrate at least one year of teaching experience working with students in dual language education or transitional bilingual education program shall complete at least 75 hours of field-based experience working with students in dual language education or transitional bilingual education programs. b. All other teachers shall complete Completion of 150 hours of field-based experience in a Pre-K through grade 12 transitional bilingual, dual 	<p>7.14 (3) (a) Insert Field Experience requirement of 75 hour in the same manner as in the Autism Endorsement through two types of field experience a) for teachers who possess a license and have one year of field experience and b) for all other teachers.</p> <p>This is consistent with the requirement for the Autism endorsement for teachers who are working in a special education setting.</p> <p>7.14 (3) (b) Insert the term dual</p>

language education ~~two-way immersion~~, or other bilingual education setting.

b. Subject Matter Knowledge:

1. Knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
2. Bilingual language acquisition factors as they affect access to the Massachusetts content and language standards.
3. Social-cultural, social-emotional, political, and other salient factors in bilingual language acquisition.
4. Implementation of strategies for coordinating non-English partner language instruction and English language development instruction for English learners.
5. Practices and approaches of teaching reading and writing in two languages, including the importance of oral language development as a foundation for literacy.
6. Practices and approaches for assessing content knowledge, reading and writing skills and comprehension in English and the non-English partner language for English learners who are at different levels of proficiency in English and the non-English partner language.
7. Understanding and implementation of culturally relevant teaching materials and practices.

c. A candidate who **has a valid ESL License** or fulfills the requirement in 603 CMR 7.14(3)(a)1 and has at least three years of prior employment experience in a **dual language** ~~two-way immersion~~, transitional bilingual education, or other bilingual education setting, ~~xxxx and who can demonstrate that he or she meets the subject matter knowledge and skills requirements set forth in 603 CMR 7.14(3)(b)~~, will be exempt from the requirements set forth in 603 CMR 7.14(3)(a)2-3 if he or she applies to the Department for the Bilingual Education Endorsement by June 30, 2019 ~~and completes all of the requirements by December 31, 2019.~~

d. A candidate who was prepared outside of

language education to replace two-way immersion to be consistent with definition in **7.02: Definitions**

7.14 (3) (c) Insert the term dual language education to replace two-way immersion to be consistent with definition in **7.02: Definitions**

7.14 (3) (c) Insert a pathway for candidates with a valid ESL License and experience in a dual language, transitional bilingual education program. This is particularly important for teachers who previously held the TBL license as they were counseled and required to obtain an ESL license with changes in state

<p>Massachusetts shall not be required to complete the requirements set forth in 603 CMR 7.14(3) (a)1-3 if such candidate can provide documentation of one of the following:</p> <ol style="list-style-type: none"> 1. Completion of an educator preparation program that includes the equivalent of the Department-approved course of study specific to providing services to English learners and is either state-approved under the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement or has been accredited by a national organization accepted by the Commissioner. 2. Possession of an out-of-state license/certificate/endorsement that is comparable to the Bilingual Education Endorsement issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner. <p>(e) Renewal. The Bilingual Education Endorsement shall be valid for five years and may be renewed for successive five-year terms upon successful completion of 15 professional development points (PDPs) in the content area related to 603 CMR 7.14(3)(b). The 15 PDPs may be included in the total number of PDPs necessary for license renewal pursuant to 603 CMR 44.06: <i>Educator License Renewal</i>.</p>	<p>policy for educating ELs after Question 2.</p> <p>There is a regional and national shortage of teachers working in bilingual programs. We encourage the Board of Education to consider ways to develop the pipeline for new bilingual teachers, e.g., funding to support bilingual teacher training, IHE grants, and other measures.</p>
<p>7.15: General Provisions</p> <p>(9) General Provisions for Employment.</p> <p>(c) Bilingual Education.</p> <ol style="list-style-type: none"> 1. Notwithstanding 603 CMR 7.15(9)(a), a core academic teacher assigned to provide instruction to an English learner in a bilingual education setting, such as dual language education two-way immersion and transitional bilingual education, must be properly qualified in the field and grade level of the assignment, and hold the appropriate endorsement, as follows: 	<p>7.15 (9) (c) Insert the term dual language education to replace two-way immersion to be consistent with definition in 7.02: Definitions</p> <p>7.15 (9) (c) 1. a Insert the term “content” to clearly identify a core academic teacher assigned to provide instruction in a language other than English in a dual</p>

<p>a. A teacher responsible for the instructional content component provided in a language other than English must hold the Bilingual Education Endorsement.</p> <p>b. A teacher responsible for the instructional content component provided in English must hold the Bilingual Education Endorsement, or ESL License or SEI endorsement.</p>	<p>language and transitional bilingual education program from a teacher responsible for teaching English language in a SEI, DLE or TBE program.</p> <p>7.15 (9) (c) 1.b Insert the term “content” to clearly identify a core academic teacher assigned to provide instruction in English in a dual language and transitional bilingual education program from a teacher responsible for teaching English language in a SEI, DLE or TBE program.</p> <p>Add the ESL license (dually certified in ESL and the academic content area) as another appropriate license for the teacher responsible for the instructional content provided in English.</p>
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