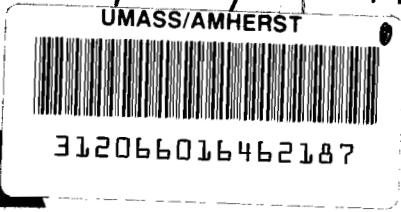


MASS ED 21.2: R26/4 / Supp.



Department of  
Education



GOVERNMENT DOCUMENTS  
COLLECTION

JAN 27 1999

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Regulations For The Certification  
of Educational Personnel  
In Massachusetts

**Supplements:**

Instructional Technology Specialist

School Social Worker/  
School Adjustment Counselor

School Nurse (Amendment)



## INSTRUCTIONAL TECHNOLOGY SPECIALIST [ALL LEVELS]

### 7.10: Requirements for Educator Certificates

- (32) Instructional Technology Specialist [All Levels]
- (a) Provisional Certificate with Advanced Standing.
1. Possession of at least a Provisional Certificate with Advanced Standing in teaching.
  2. Successful completion of 24 semester hours of course work or other experiences which address the abilities identified in Competency I.
- (b) Standard Certificate. Either of the following sets of requirements may be met:
1. Option I.
    - a. Completion of a master's degree or equivalent district or other program, including:
      - i. Graduate course work in instructional technology or other experiences which reflect the knowledge areas listed under advanced provisional Competency I: Subject Matter Knowledge for the certificate sought.
      - ii. Course work or other experiences which address the Common Teaching Competencies and Pedagogical Content Knowledge required for standard certification as they apply to the role of instructional technology specialist.
      - iii. A research project appropriate to the requirements and competencies for the certificate sought.
    - b. Successful completion of a clinical experience.
  2. Option II.
    - a. Candidates who hold a standard teaching certificate and have been employed by a school district for at least three of the five years prior to September 1996 in a position with significant emphasis in instructional technology which demonstrates subject matter and pedagogical content knowledge as listed in 603 CMR 7.12 (32)(a) and (b).

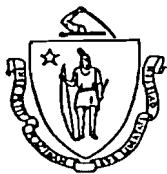
### 7.12: Competencies for Specific Certificates

- (32) Instructional Technology Specialist (All Levels)
- (a) Provisional Certificate with Advanced Standing
1. The Common Teaching Competencies as found in 603 7.11(1)(a).

2. Competency I: Subject Matter Knowledge. The effective Instructional Technology Specialist demonstrates knowledge of:
- a. productivity tools for professional and instructional use, such as word processing, database, spreadsheet, telecommunications, print/graphic utilities, multi- and hypermedias, presentation tools, assessment tools;
  - b. selection, evaluation and use of appropriate computer/technology based materials to support the instructional process;
  - c. integrating computer/technology-based materials (such as video, computers, hypermedia, multimedia, telecommunications, and distance learning) into the curriculum through the application of problem solving, critical thinking, information management, and communication skills;
  - d. integrating effective uses of technology to meet a variety of learning styles;
  - e. hardware configurations, operating systems, compatibility issues, peripheral technology, use of networks and information access;
  - f. knowledge of computer authoring systems, and/or a programming language;
  - g. equity, ethical, legal and human issues of technology use as they relate to education and society.

(b) Standard Certificate

1. The Common Teaching Competencies as found in 603 CMR 7.11(1)(b).
2. Pedagogical Content Knowledge: The effective Instructional Technology Specialist:
  - a. Understands and applies appropriate technologies in instruction, curriculum, research, and assessment practices;
  - b. articulates technology needs, plans and programs to various school constituencies;
  - c. identifies, evaluates, and applies emerging technologies to enhance the teaching/learning process.



# The Commonwealth of Massachusetts Department of Education

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## IMPORTANT NOTICE

Thank you for your request for information regarding the **School Social Worker/School Adjustment Counselor** certification.

Please note: If you received approval from the Department of Youth Services, prior to February 15, 1996, as a School Social Worker or School Adjustment Counselor, you do NOT need to complete an application form nor do you need to formally apply.

If the above is applicable, just complete the information below and submit it with a copy of your original approval. If you cannot locate your approval letter, do not contact the Division of Youth Services. Just indicate below that you do not have your credential available.

If you were never approved through the Division of Youth Services for these areas, and you wish to apply for this credential, you would need to complete the regular certification application.

Thank you.

Full Name \_\_\_\_\_

Maiden (or other last name(s)) \_\_\_\_\_

(If your original approval is not under your current name, please submit proof of name change - ex. marriage certificate, etc.)

Address \_\_\_\_\_

Social Security # \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Copy of Approval enclosed \_\_\_\_\_ OR I have approval but have misplaced the document \_\_\_\_\_ which was issued in (year) \_\_\_\_\_

Do you hold Massachusetts certification in other areas? \_\_\_\_\_ yes  
\_\_\_\_\_ no. Certificate number \_\_\_\_\_ (if known).

(Note that enclosing a copy of your approval will speed up processing time.)

## SCHOOL SOCIAL WORKER/SCHOOL ADJUSTMENT COUNSELOR [ALL LEVELS]

### 7.10: Requirements for Educator Certificates

- (43) School Social Worker/School Adjustment Counselor [All Levels]
- (a) Provisional Certificate with Advanced Standing.
1. Successful completion of a master's degree or equivalent program in social work or counseling, including a research project, that addresses the requirements and competencies for the certificate sought.
  2. Successful completion of a supervised field-based experience consisting of 900 hours which address Competencies I-V. The field-based experience must occur in a clinical or school setting with children and families. The field-based experience should reflect a variety of experiences including interaction with the juvenile justice system and other agencies.
- (b) Standard Certificate. Either of the following sets of requirements may be met:
1. Option I. Successful completion of a clinical experience consisting of 900 clock hours. The clinical experience must be completed in a school setting under the supervision of a certified school social worker/school adjustment counselor.
  2. Option II. Approval from the Department of Youth Services, prior to February 15, 1996, as a school social worker or school adjustment counselor.

### 7.12: Competencies for Specific Certificates

- (43) School Social Worker/School Adjustment Counselor (All Levels)
- (a) Provisional Certificate with Advanced Standing
1. Competency I: Subject Matter Knowledge. The effective advanced provisional school social worker/adjustment counselor demonstrates knowledge of:
    - a. principles of therapeutic relationships, personal and systemic change, and the use of self in a problem-solving relationship;
    - b. theories of human growth and development;
    - c. theories of psychopathology and of individual, group, family and systems dynamics and interventions;
    - d. psychology of learning, learning disorders and the effects of disabilities on learning;
    - e. causes, treatment and preventive interventions for clinical issues related to school-age children, substance abuse, physical and sexual abuse and violence;
    - f. assessment of behavior, including ability to interpret testing, and knowledge of diagnosis and treatment planning;

- g. skills and techniques of consultation, referral, collaboration in schools and communities, crisis intervention and work with interdisciplinary teams;
  - h. preventive interventions to deal with emotional issues impacting on students' academic achievement, e.g., sexuality, drug and alcohol use, violence and physical and sexual abuse;
  - i. the criminal justice system with particular reference to the juvenile justice system and organizations;
  - j. systems theory and principles of effective interaction between students, families, school and community; philosophy and organization of school systems and student services;
  - k. medical conditions, medications, and physical disabilities;
  - l. federal and state laws and regulations related to schools, services to students, children and families, child abuse, custody, and other pertinent matters; understands the implications of liability and the requirements of due process.
2. Competency II: Communication. The effective advanced provisional school social worker/adjustment counselor demonstrates communication skills that are clear, direct, and responsive to the needs of the students and families within the school community.
3. Competency III: Clinical Services. The effective advanced provisional school social worker/adjustment counselor acts within legal and ethical guidelines that enable students and families to identify and change those aspects of their functioning that interfere with the potential of the student's academic, emotional, and social performance;
4. Competency IV: Equity. The effective advanced provisional school social worker/adjustment counselor strives to ensure equity for all students and families and values diversity in the school environment and community.
5. Competency V: Professional Responsibilities. The effective advanced provisional school social worker/school adjustment counselor:
- a. remains abreast of current research and engages in professional development activities, including action research, to promote ongoing professional growth;
  - b. adheres to appropriate professional and ethical standards and models professional behaviors that contribute to addressing the needs of students and families.

REGULATORY AUTHORITY

603 CMR 7.00: M.G.L. C. 71, §38G.

AN ACT RELATIVE TO SCHOOL NURSES.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 71 of the acts of 1993 is hereby amended by striking out section 92, as amended by section 19A of chapter 126 of the acts of 1994, and inserting in place thereof the following section:-

Section 92. Section 41 of this act shall not apply to any person employed as a school nurse by a school committee on or before the effective date of this act; provided, however, that a school nurse employed by a school district on or before September 1, 1993 with five years experience as a registered nurse may apply for a standard certificate as a school nurse under the provisions of section 38G of chapter 71 of the General Laws; provided, further, that if such application is received prior to October 1, 1999, the applicant shall not be subject to entry level requirements for advanced school nurse, shall not be required to have completed a master's degree or equivalent degree or other program in nursing, education or a related field, and shall not be required to have maintained certification by a nationally recognized professional nursing association as a school nurse, community health nurse or a pediatric, family or school nurse practitioner; provided, further, that a registered nurse having a master's degree in education, counseling, or health related field, and having five years experience as a registered nurse may be employed as a school nurse and is exempt from the requirement of a bachelor of science in nursing degree in order to be certified as a school nurse.

Approved December 12, 1997.