

STATE BY STATE REQUIREMENTS FOR OBTAINING A TEACHING LICENSE

Please scroll through this document and locate your home state. Licensure requirements for each state are provided.

If a state/territory issues a required time-limited license for purposes of gaining supervised experience after graduating that has different educational requirements, information for this type of license and the next-level license is provided. Curriculum should be compared to all relevant titles/levels in order to determine if a program “meets” educational requirements.

Specialized Accreditation Required? "No" means the Board does not require the program to hold a specialized accreditation for licensure.

"Yes" means the Board does require the program to hold a specialized accreditation for licensure.

"N/A" means the state or territory does not offer a license.

Specialized Accreditation Accepted as Meeting Educational Requirements? "Yes" means there is language in statute or rule that a program that holds specialized accreditation meets some or all education requirements.

"No" means Board does not indicate that specialized accreditation meets all educational requirements.

"N/A" means state/territory does not offer a license.

Curriculum Comparison Needed? “Yes” means a comparison of the program to specific state standards/coursework/supervised experience listed is needed to determine if the program meets educational requirements for licensure.

"No" means a program does not need to compare their program to specific state/territory educational requirements. In most instances, the Board/Agency is relying on specialized accreditation or approval, license applicants holding certification, or license applicants meeting examination requirements.

"N/A" means the state or territory does not offer a license.

Note, each licensing board will still evaluate each individual graduate's application at the time they apply.

Specific Coursework Specific information from statute, rule, application, or website is copied that includes state/territory requirement of certain courses or other educational requirements to be completed as part of the program. Licensing board/agency will review the graduate's transcript to determine if educational requirements were completed.

"N/A" means the state or territory does not offer a license.

Note, if references to other sections of statutes/regulations are listed, The Bookmark includes all relevant information required for curriculum comparison here. In other words, programs do not need to complete further research into statutes/regulations to determine comparison requirements.

Supervised Experience (In-Program) Information is provided about any required practicum, internship, or supervised clinical experiences required to be completed as part of the program.

“N/A” means the state/territory does not issue a license.

Member of Compact or Reciprocity Agreement? "Yes" means the state/territory has adopted one or more relevant licensure compacts or interstate reciprocity agreements. The state/territory is a member of the compact or reciprocity agreement.

“Pending” means the compact or interstate reciprocity agreement is not yet enacted (does not have enough states/territories as members yet), but the state/territory is a member.

“No” means the state/territory is not a member of a relevant licensure compact or interstate

reciprocity agreement.

“None found” means no relevant national licensure compact or interstate reciprocity agreement exists for this profession or occupation.

Board/Agency Name Licensing board or agency name

Board/Agency Website

Statute/Regulation/Rule Citation Citation to the relevant section(s) of state statutes, regulations or rules.

Must Out-of-State Program Graduate Hold License to Qualify? "Yes" means the state/territory requires a license applicant who graduated from a program based in another state/territory to hold that state/territory license to meet educational requirements for initial, first-time license.

“No” means the state/territory does not require a license applicant who graduated from a program based in another state/territory to hold that state/territory license to meet educational requirements for initial, first-time license.

“N/A” means the state/territory does not issue a license.

Must License Applicant Hold Private Certification? "Yes" means the state/territory requires a license applicant to hold a certification issued by a private (non-governmental) organization to meet educational requirements for initial, first-time license.

“No” means the state/territory does not require a license applicant to hold a certification issued by a private (non-governmental) organization to meet educational requirements for initial, first-time license.

“N/A” means the state/territory does not issue a license.

Additional Training (Not Required In-Program) Training, continuing education or other requirements for initial licensure are listed here. These DO NOT need to be completed as part of the program to meet educational requirements for licensure.

Experience (After Graduating/Outside of Program) Experience required for initial licensure. This could be supervised work experience after graduating, experience accrued outside of the program, or specific prior work experience. This DOES NOT (and in most cases, cannot) need to be completed as part of the program to meet educational requirements for licensure.

Exam(s) Required Any exams required for the type of license.

"None found" means that the state/territory does not specify an exam for that particular license.

"N/A" means the state/territory does not offer a license.

Notes --Educational requirements are provided for the recent graduate of a program of a regionally accredited college or university in the U.S. who is, or will be, applying for their first license or certification (typically by exam).

--Some states have additional levels of license/certification or additional scope of practice available if specific coursework, training, or work experience is completed. The Bookmark only captures the first level of license/certification (unless otherwise indicated).

--Some license types have multiple pathways to qualify. The Bookmark includes information through the lens of a program offered at a regionally accredited college or university, and does not include all of the possible ways that an individual may qualify for the license.

--Terminology is inconsistent across states/territories for most license types. Certification, license, credential, endorsement and certificate are all used to describe the legally required permission by a state/territory to practice a particular profession or occupation. The Bookmark uses license and certification to refer to all of these. The exact title is provided for each state/territory.

Last Reviewed Date

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Alabama

License Title Professional Educator Certificate, Elementary (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

(1) Overview. An individual who holds a valid professional educator certificate issued by another state, the District of Columbia, a U.S. Territory, or the Department of Defense Education Activity (henceforth in this Rule referred to as “another state”) may seek an Alabama Professional Educator Certificate or Professional Leadership Certificate. This approach is commonly referred to as Certificate Reciprocity.

(2) Limitations on Issuance.

(a) An individual may be eligible for Alabama certification only if the professional educator certificate issued by another state is in an area, at a grade level, and at degree level in which Alabama offers comparable certification.

Ala. Admin. Code 290-3-2-.20

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Alabama State Department of Education

Board/Agency Website <https://www.alabamaachieves.org/teacher-center/teacher-certification/>

Statute/Regulation/Rule Citation Ala.Code 1975 § 16-23-14

Ala. Admin. Code r. 290-3-2-.03

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/5/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Alaska

License Title Initial Teacher Certificate, Elementary Education (K-8)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? Yes, if not NCATE/CAEP accredited.

Specific Coursework No subject area-specific requirements are available. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards.

(a) For purposes of issuing a certificate under this chapter, the commissioner will accept the educator preparation program completed by an applicant for a professional teacher certificate under 4 AAC 12.305(b), special education endorsement certificate under 4 AAC 12.330, school administrator or special education administrator certificate under 4 AAC 12.345, and a special education administrator certificate under 4 AAC 12.347, if the preparation program

(1) is approved by the board under 4 AAC 12.308; or

(2) for a program offered in another state, is

(A) offered by a regionally accredited institution of higher education or was an alternate program approved by the board of education or chief school officer in the state in which the program is offered as meeting the state's standards for comparable certificates; and

(B) approved by the board of education or chief school officer of the state in which the program is offered as substantially meeting the unit standards set out in Professional Standards for the Accreditation of Teacher Preparation Institutions, adopted by reference in 4 AAC 12.308.

(b) For purposes of this section, the commissioner may consider a program that substantially meets the unit standards set out in Professional Standards for the Accreditation of Teacher Preparation Institutions, adopted by reference in 4 AAC 12.308, to have been approved by the state in which the program was offered if that state awards comparable certificates based on the preparation program in question.

Alaska Admin. Code tit. 4, § 12.307

4 AAC 12.308. Approval of in-state educator preparation programs.

(a) A regionally accredited institution of higher education or a nationally accredited institution of higher education if approved by the commissioner under AS 14.20.020(b) in this state may apply to the board for approval of the following educator preparation programs:

(1) a teacher preparation program;

(2) a special education teacher preparation program;

(3) an education administrator preparation program; the program may include a specialization for principal or superintendent;

(4) a special education administrator preparation program;

(5) a special services preparation program in school psychology, school counseling, school social work, or school library science.

(b) For educator preparation programs for which the National Council for Accreditation of Teacher Education or the Council for the Accreditation of Educator Preparation (CAEP) sets standards, the board will approve an application under (a) of this section if the program offered by the applicant substantially meets the Professional Standards for the Accreditation of Teacher Preparation Institutions, published by the National Council for Accreditation of Teacher Education, revised as of February 2008, and adopted by reference or the CAEP Accreditation Standards, published by the Council for the Accreditation of Educator Preparation, revised as of February 13, 2015, and adopted by reference.

Supervised Experience (In-Program) Must follow NCATE/CAEP standards

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Alaska Department of Education & Early Development

Board/Agency Website <https://education.alaska.gov/TeacherCertification>

Statute/Regulation/Rule Citation 4 AAC 12.305

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) AS § 14.20.020(k) requires that out-of-state applicants complete within 90 days of license training regarding alcohol and drug related disabilities, training regarding sexual abuse and sexual assault awareness and prevention required, training regarding dating violence and abuse awareness and prevention, and training related to suicide prevention.

Must be completed prior to renewal of Initial Out-of-State Certificate:

3 semester hours of approved Alaska studies coursework

3 semester hours of approved Alaska multicultural coursework

From website: Can I apply for Alaska certification without having taken the required Alaska studies and Alaska multicultural coursework?

If you are new to Alaska, you will have two years to satisfy the coursework requirement in Alaska studies and Alaska multicultural. If you have not met those requirements when you first apply, you will only be eligible for an Initial or Provisional certificate.

Please note that teachers, administrators, and special service providers must satisfy the coursework requirement within two years of the issue date of their Initial or Provisional certificate. If the requirement is not met in those two years, the individual will no longer be eligible to hold a certified position in an Alaska public school.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/6/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory American Samoa

License Title Professional Teacher Certification (PTC I)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? N/A

Board/Agency Name American Samoa Department of Education

Board/Agency Website <https://www.amsamoadoe.com/>

Statute/Regulation/Rule Citation Not available

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required None found

Notes None

Last Reviewed Date 7/6/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Arizona

License Title Standard Professional Certificate, Elementary Education (K-8)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Arizona Department of Education

Board/Agency Website <https://www.azed.gov/educator-certification/>

Statute/Regulation/Rule Citation A.A.C. R7-2-610

A.A.C. R7-2-621

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Completion of the United States and Arizona Constitution coursework from an accredited institution or the Constitution of the United States and Arizona exam, AZ033. (This is an allowable 3-year deficiency. *)

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Arizona

Notes None

Last Reviewed Date 7/6/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Arkansas

License Title Provisional (for up to 3 years if exams/courses not completed) or Standard License, Elementary Education (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

4-3.01 The Division shall grant reciprocity to a person who holds a current or expired Standard License (or Standard License Equivalent) from another state upon receipt of the following:

4-3.01.1 A valid, Standard License (or Standard License Equivalent) that:

4-3.01.1.1 Was issued in another state; and

4-3.01.1.2 Has been in good standing during the most recent three (3) years of the applicant's teaching experience;

4-3.01.7 Documentation of one (1) of the following:

4-3.01.7.1 Successful completion of a program of teacher education at a nationally or regionally accredited institution of higher education, but only if the applicant possesses a Standard License Equivalent;

4-3.01.7.2 Successful completion of an educator preparation program that is nationally accredited by an accrediting organization recognized by the United States Department of Education, the Council for Higher Education, or the Council for the Accreditation of Educator Preparation (CAEP); or

4-3.01.7.3 If the applicant is a National Board Certified Teacher, documentation of current certification from the National Board of Professional Teaching Standards.

Code Ark. R. 005.28.3-4-3.0

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Arkansas Department of Education

Board/Agency Website <https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure>

Statute/Regulation/Rule Citation Ark. Admin. Code 005.28.3-4-3.0

A.C.A. § 6-17-403(a)

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 4-3.01.8 For applicants seeking licensure in Early Childhood (P-4), Elementary Education (K-6) or for any elementary licensure level that includes a grade within K-6, Middle Childhood Social Studies (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS;

4-3.01.8.1 The Division may issue a one-year Provisional License for an applicant who has not completed the Arkansas history requirements of 4-3.01.8;

4-3.01.9 Documentation of the completion of the following professional development through the Arkansas IDEAS Portal:

4-3.01.9.1 Family and Community Engagement

4-3.01.9.2 Child Maltreatment training;

4-3.01.9.3 Teen Suicide Awareness and Prevention;

4-3.01.9.4 Bullying prevention;

4-3.01.9.5 Human trafficking awareness; and

4-3.01.9.6 Code of Ethics.

4-3.01.10 The Division may issue a Provisional License for an applicant who has not completed the professional development under Section 4-3.01.9.

Code Ark. R. 005.28.3-4-3.0

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/8/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory California

License Title Preliminary Credential, Multiple Subjects Teaching Credential (K-8)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

(a) Notwithstanding any provision of this chapter, the commission shall issue a five-year preliminary multiple subject teaching credential authorizing instruction in a self-contained classroom, a five-year preliminary single subject teaching credential authorizing instruction in departmentalized classes, or a five-year preliminary education specialist credential authorizing instruction of special education pupils to an out-of-state prepared teacher who meets all of the following requirements:

(1) Possesses a baccalaureate degree from a regionally accredited institution of higher education.

(2) Has completed a teacher preparation program at a regionally accredited institution of higher education or a state-approved teacher preparation program offered by a local educational agency.

(3) Meets the subject matter knowledge requirements for the credential. If the subject area listed on the out-of-state credential does not correspond to a California subject area, as specified in Sections 44257 and 44282, the commission may require the applicant to meet California subject matter requirements before issuing a clear credential.

(4) Has earned a valid corresponding elementary, secondary, or special education teaching credential based upon the out-of-state teacher preparation program. For the education specialist credential, the commission shall determine the area of concentration based on the special education program completed out of state, or shall allow the candidate to demonstrate the area of concentration based on two years of experience in California, while the candidate holds the preliminary credential.

Cal. Educ. Code § 44274.2

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name California Commission on Teacher Credentialing

Board/Agency Website <https://www.ctc.ca.gov/>

Statute/Regulation/Rule Citation West's Ann.Cal.Educ.Code § 44257
5 CCR § 80413.3

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required California

Notes None

Last Reviewed Date 7/14/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Colorado

License Title Initial License, Elementary Education (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework From website <http://www.cde.state.co.us/cdeprof/coloradoreciprocity>
Per Colorado State Board of Education rule 1 CCR 301-37 2.03(3), individuals who complete endorsement or degree programs outside Colorado must hold or be eligible to hold the associated license in the state of preparation in order for Colorado to recognize that program.

1 CCR 301-37:2.00

2.03(3) Out-of-state applicants. An initial license may be issued to an applicant from another state or country whose qualifications meet or exceed the requirements of the State Board of Education and who has met the following requirements:

2.03(3)(a) has completed the appropriate degree, experiences, and educational level for the license and endorsement(s) requested as specified in these rules;

2.03(3)(b) has successfully completed an educator preparation program approved or authorized by a state other than Colorado, including a program at an accepted institution of higher education in the endorsement area sought or another educator preparation program, including an alternative teacher preparation program;

2.03(3)(c) has successfully completed field-based experience that meets or exceeds Colorado's field-based experience requirement as provided by section 23-1-121(2)(d), C.R.S.;

2.03(3)(d) holds a standard license issued by the state education agency of another state or country, is eligible to hold a standard license issued by the state education agency of the preparing state, or meets the official requirements of the legally designated licensing agency of the preparing state; and

2.03(3)(e) has provided evidence of satisfactory completion of the approved content tests appropriate to the license and endorsement requested.

C.R.S.A. § 23-1-121

(d) Intentional clinical experience, early and throughout preparation, relating to predetermined state content standards, which experiences afford candidates multiple, intentional experiences to learn from practice. Clinical experiences must be aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Teacher preparation candidates must complete a minimum of eight hundred hours, and principal and administrator candidates must complete a minimum of three hundred hours, of clinical practice. A teacher candidate must complete the hours of clinical practice while enrolled in an approved educator preparation program; except that a program, after review, may accept clinical practice hours completed before enrolling in the program. A majority of the clinical practice hours must be completed through a continuous placement. For every additional endorsement or advanced degree, a candidate must complete an appropriate period of supervised field experiences that relate to predetermined standards, including best practices and relevant national norms related to the candidate's endorsements.

1 CCR 301-37:3.00

3.01 Initial Teacher License

An initial teacher license is valid for three years from the date of issuance and may be renewed as provided in section 7.01 of these rules.

3.01(1) An initial teacher license may be issued to an applicant who:

3.01(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education;

3.01(1)(b) has completed an approved program of preparation at an accepted institution of higher education, including the field-based experience required by section 23-1-121(2)(d), C.R.S.;

3.01(1)(c) has provided an institutional recommendation which meets the requirements outlined in 2.04(2)(b), and:

3.01(1)(c)(i) verifies satisfactory completion of the approved program;

3.01(1)(c)(ii) specifies the grade/developmental level(s), endorsement area(s), or specialization(s) completed by the applicant;

3.01(1)(c)(iii) verifies successful completion of student teaching, internship, or practicum as specified in 2.01(41) of these rules; the grade/developmental level(s) and endorsement/specialization areas of the experience; and

3.01(1)(c)(iv) certifies that the applicant has demonstrated thorough knowledge of the subject matter to be taught and has the competencies essential for educational service.

3.01(1)(d) has submitted a complete application for a license as defined in section 2.04 of these rules; and

3.01(1)(e) has demonstrated subject matter knowledge necessary for teaching in the endorsement area:

3.01(1)(e)(i) for elementary education teachers (grades K-6), special education generalist teachers (ages 5-21), early childhood educators (ages birth-8) and early childhood special education teachers (ages birth-8) by passage of the approved content tests.

Supervised Experience (In-Program) Completion of field experiences, student teaching or practicum or internship

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Colorado Department of Education

Board/Agency Website <http://www.cde.state.co.us/cdeprof>

Statute/Regulation/Rule Citation C.R.S.A. § 22-60.5-201
1 CCR 301-37:2.00

Must Out-of-State Program Graduate Hold License to Qualify? No, but must be "eligible" for out-of-state license. Practically, students should earn the out-of-state license first.

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/14/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Connecticut

License Title Initial Educator Certificate, Elementary Education (PreK-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework C.G.S.A. § 10-145b (a) The State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate to any person who (1) holds a bachelor's degree or an advanced degree from an institution of higher education that is regionally accredited or has received an equivalent accreditation, and (2) has completed (A) an educator preparation program approved by the State Board of Education or the appropriate governing body in the state in which the institution of higher education is located

Regs. Conn. State Agencies § 10-145d-436

On and after July 1, 1993, to receive an initial educator certificate for elementary teaching an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

- (a) Holds a bachelor's degree from an approved institution;
- (b) On and after July 1, 1998, has completed a minimum of six semester hours of credit in child and/or human growth and development. This may be completed as part of the subject area major or general academic course requirement;
- (c) Has a minimum of 39 semester hours of credit in general academic courses:
In five of the six areas listed below. A survey course in United States history, comprised of not fewer than three semester hours of credit shall be included.
 - (1) English;
 - (2) Natural sciences;
 - (3) Mathematics;
 - (4) Social studies; and
 - (5) Foreign language; or
 - (6) Fine arts;
- (d) Has completed a subject-area major consisting of one of the following:
 - (1) A major awarded by an approved institution in any one subject area, except that a major in professional education may not be accepted in fulfillment of this requirement; or
 - (2) A 39-semester-hours-credit interdisciplinary major consisting of a concentration of at least 18 semester hours of credit in any one subject area with the remainder distributed among no more than three additional subjects related to the area of concentration, except that a major or course work in professional education may not be accepted in fulfillment of any portion of this requirement; and
- (e) Has a minimum of 30 semester hours of credit in professional education in a planned program of study and experience in elementary education to be distributed among each of the following:
 - (1) Foundations of education. This group includes areas such as: (1) philosophy of education, (2) school effectiveness, (3) history of education, and (4) comparative education;
 - (2) Educational psychology. This group includes areas such as: (1) growth and development of children from birth through the life span, (2) psychology of learning, (3) child-adolescent psychology and (4) mental hygiene;
 - (3) Curriculum and methods of teaching. This group shall include six semester hours of credit in language arts, which may include reading, writing, speaking, listening, and spelling. This group may include areas such as: (1) effective teaching skills, (2) teaching language arts, (3) teaching mathematics and (4) teaching the arts;
 - (4) Supervised observation, participation, and full-time responsible student teaching in an elementary school, totaling at least six but not more than 12 semester hours of credit; and
 - (5) A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

Supervised Experience (In-Program) Supervised observation, participation and full-time responsible student teaching in a secondary school totaling at least six but not more than 12 semester hours of credit as part of the requirement

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Connecticut State Department of Education

Board/Agency Website <https://portal.ct.gov/SDE/Certification/Bureau-of-Certification>

Statute/Regulation/Rule Citation C.G.S.A. § 10-145b

Regs. Conn. State Agencies § 10-145d-451

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 1 year Interim Certificate available to complete coursework.

Regs. Conn. State Agencies § 10-145d-412(4) The applicant shall be required to complete a course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special needs children in the regular classroom. (B) An applicant who fulfills all requirements for issuance of the initial educator certificate but lacks a course of study in special education, may be issued an interim educator certificate with a deficiency, provided such applicant completed a teacher preparation program either in the state prior to July 1, 1987, or outside the state, or completed the necessary combination of professional experience or course work. This deficiency in a special education course of study shall be satisfied prior to receipt of further certification.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/15/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Delaware

License Title Initial License, Standard Certificate, Elementary (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? Yes, if not NCATE/CAEP accredited.

Specific Coursework Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards.

14 Del.C. § 1220 (a) The Department shall issue a standard certificate to an applicant who meets the requirements for licensure and has acquired the prescribed knowledge, skill, or education to practice in a particular area, to teach a particular subject or to instruct a particular category of students. Where applicable and available, an applicant for a standard certificate must have achieved a passing score on an examination of content knowledge, such as Praxis II. This requirement shall apply to all applicants teaching special education in a "core content area," as defined in § 1210 of this title, in secondary schools.

(b) Notwithstanding the provisions of subsection (a) of this section, the Department shall issue a standard certificate to an applicant who:

(1) Meets the requirements for licensure and holds a valid and current license or certificate from another state

14 Del. Admin. Code 1505

The Department shall issue a Standard Certificate to an educator who holds a valid Delaware Initial, Continuing or Advanced License; or Standard or Professional Status Certificate issued prior to August 31, 2003, who has met the following requirements:

3.2 Met the requirements for licensure and holding a valid and current license or certificate from another state in the area for which a Standard Certificate is requested.

"Valid and Current License or Certificate from Another State" means a current full or permanent certificate or license issued by another state. This means the educator is fully credentialed by having met all of the requirements for full licensure or certification in another state. It does not include temporary, emergency, conditional certificates of eligibility or expired certificates or licenses issued from another state.

14 Del. Admin. Code 1521

4.1.1.2 Earned a bachelor's degree from a regionally accredited college or university with a Major or Its Equivalent in elementary education from an educator preparation program approved or recognized by the National Council for the Accreditation of Teacher Education (NCATE), the Council for the Accreditation of Educator Preparation (CAEP), or a state where the state approval body employed the appropriate standards.

"Major or Its Equivalent" means a minimum of 30 semester hours of course work in a particular content area.

Supervised Experience (In-Program) Must follow NCATE/CAEP standards

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Delaware Department of Education

Board/Agency Website <https://www.doe.k12.de.us/Page/3476>

Statute/Regulation/Rule Citation 14 Del.C. § 1220

14 Del. Admin. Code 1505

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/17/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory District of Columbia

License Title Standard Teacher Credential, Elementary Education (1-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

1605.3 OSSE shall award a credential to any applicant who holds or qualifies for an equivalent credential awarded by a state that has established a reciprocity agreement with the District of Columbia.

1605.4 OSSE shall grant an appropriate credential to any applicant from another state that has completed teacher preparation that is at least comparable or equivalent to preparation that meets teacher preparation standards in the District of Columbia, as determined by OSSE, if both of the following circumstances exist:

- (a) A reciprocity agreement with the other state is pending completion, or the other state has declined to enter into a reciprocity agreement with the District of Columbia; and
- (b) The applicant has met the requirements of the District of Columbia for obtaining a credential in accordance with this section.

D.C. Mun. Regs. tit. 5-A, § 1605

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name District of Columbia Office of the State Superintendent of Education

Board/Agency Website <https://osse.dc.gov/ed-credentials>

Statute/Regulation/Rule Citation 5-A DCMR § 1601.9

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/14/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Federated States of Micronesia

License Title No subject-specific certifications found. See Notes for general certification requirements.

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? No

Board/Agency Name The Federated States of Micronesia (FSM) Teacher Certification Program

Board/Agency Website <https://www.national.doe.fm/>

Statute/Regulation/Rule Citation 40 FSMC §114
17 FSMC §102-104

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required None found

Notes Teacher Certification Regulations

Part 4. National Teacher Certification Requirements

No person shall serve as a teacher in any elementary or secondary school within the Federated States of Micronesia, without first having obtained a National Teacher Certificate from the FSM National Department of Education.

The certificate shall be issued without cost to the teacher, in such form as the Secretary determines. Each State Director of Education shall ensure that all teachers, at both public and private schools in the Federated States of Micronesia, shall be duly certified and in possession of a valid teacher certificate as required by law and these regulations. Upon a finding, after notice and a hearing conducted consistent with the provisions of section 109 of FSM Code Title 17, Chapter 1, that any person has served as a teacher without a valid certificate issued pursuant to law or regulations, the Secretary may withhold or withdraw accreditation of the school where such person has served or is serving.

<https://www.national.doe.fm/teacher-certification-regulations/>

Last Reviewed Date 7/18/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Florida

License Title Temporary Certificate (for 5 years to complete required FL exams) or Professional Certificate, Elementary Education (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

(c) Teacher education programs in states other than Florida. A teacher education program at the bachelor's or higher degree level shall fulfill the general and professional preparation requirements and the specialization requirements for a certification subject area in accordance with the following provisions:

1. The teacher education program shall have been granted by an accredited or a Department approved institution; and,
2. The major subject of the approved program shall be in a subject in which Florida offers certification; and,
3. The instructional level of the major subject of the approved program shall be comparable to or broader than the instructional level at which Florida offers certification in the subject; and,
4. The program curriculum shall have included preservice field experiences and an internship or practicum appropriate to the certification subject area in a prekindergarten through grade 12 setting under the supervision of qualified educators; and,
5. When a master's or higher degree is required for Florida certification in a subject, the program must have been completed at the same or higher degree level.

Fla. Admin. Code Ann. r. 6A-4.003

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Florida Department of Education

Board/Agency Website <https://www.fldoe.org/teaching/certification/>

Statute/Regulation/Rule Citation West's F.S.A. § 1012.56

F.A.C. Rule 6A-4.006

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Florida

Notes None

Last Reviewed Date 7/22/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Georgia

License Title 5-Year Induction Certificate, Elementary Education (Birth-Grade 5)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

(2) Out-of-State Programs. The GaPSC may certify individuals who have completed state-approved educator preparation programs in any state under the following conditions:

(a) The educator preparation program was approved by the state approval authority in a state that approves teacher preparation programs, the program was approved for the field in which the educator completed the program and the program held approval status during the year in which the individual completed the program.

1. In the specific field of Speech and Language Pathology, the GaPSC shall accept ASHA-approved programs that are not state-approved but are completed at GaPSC-accepted accredited institutions.

(b) The individual has completed all state-approved program requirements and the authorized official at the program provider has verified program completion on the appropriate GaPSC form.

(c) The program was completed in a field recognized by the GaPSC. If the program was completed in an area recognized in Georgia as an endorsement only, the individual will be eligible for the appropriate endorsement certificate in that field.

(d) The individual has completed field experiences or clinical practice including student teaching. If field experiences, clinical practice or student teaching was completed in a Georgia local unit of administration (LUA) requiring GaPSC certification, the individual must have held a Pre-Service certificate and have worked with a cooperating teacher holding renewable professional certification in the field in which the individual completed a state-approved certification program, or in a closely related field as outlined below. If clinical practice was completed in a Georgia LUA that has the legal authority to waive certification, the cooperating teacher must, at a minimum meet federal requirements under Title IIA regulations or Every Student Succeeds Act (ESSA) of 2015 In-field requirements. If the cooperating teacher does not meet these requirements, the clinical practice or field experience does not meet Georgia certification requirements and will not be accepted.

Ga. Comp. R. & Regs. 505-2-.22

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Georgia Professional Standards Commission

Board/Agency Website <https://www.gapsc.com/Certification/>

Statute/Regulation/Rule Citation Ga Comp. R. & Regs. 505-2-.21

Ga Comp. R. & Regs. 505-2-.04

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Completion of a course in identifying and educating exceptional children is not required for initial issuance of an Induction certificate, but it is required for conversion to a Professional certificate or reissuance of the Induction certificate.

Ga Comp. R. & Regs. 505-2-.24(1) Summary: All individuals applying for certification in Georgia shall satisfy certain Special Georgia Requirements. These requirements are in the areas of: content knowledge; standards of conduct; special education; ethics assessments; and content pedagogy assessments. Special Georgia Requirements, with the exception of the standards of conduct, do not apply to individuals holding Georgia Life certificates.

(2) Content Knowledge Assessment(s). An individual applying for certification in Georgia must pass or meet exemption criteria for content knowledge assessment(s) appropriate to the field of certification and/or any other assessment(s) as required by the Georgia Professional Standards Commission (GaPSC) (See GaPSC Rule 505-2-.26 CERTIFICATION AND LICENSURE

ASSESSMENTS). GACE content assessments have two passing levels: Induction and Professional. All passing scores earned on GACE assessments will be treated as Professional level scores even if the official score report reflects an Induction level score. As of October 15, 2011, Georgia educators who complete out-of-state programs and/or pass out-of-state assessments leading to certification in a new field in another state must pass the appropriate GACE content assessment for Georgia certification in the new field.

(a) An individual may be exempt from passing the GACE content knowledge assessment(s) in the following scenarios:

1. Out-of-state certificate holders applying for initial Georgia certification who satisfy the out-of-state certificate and experience criteria outlined in paragraph (6) below.
2. Out-of-state professional certificate holders applying for initial Georgia certification who have passed the out-of-state content assessment required for issuance of the out-of-state certificate field.
3. Individuals holding valid National Board for Professional Teaching Standards (NBPTS) certification in the specific field, with the exception of the Middle Grades Generalist Field. The NBPTS Middle Grades Generalist field does not exempt the GACE Middle Grades content assessments.
4. Individuals seeking certification in a field for which the GaPSC has not adopted a content assessment.

(b) Completers of GaPSC-approved programs who have satisfied all program requirements with the exception of the content knowledge assessment(s), and have obtained a valid recommendation from the educator preparation provider (EPP) may be issued a one (1)-year Induction or Non-Renewable Professional certificate, as appropriate, at the request of an employing Georgia local unit of administration (LUA).

(c) Additional information on the required content assessment(s) is available on the GaPSC web site at <https://www.gapsc.com/EducatorPreparation/Assessment/Testing.aspx>.

(3) Standards of Conduct. An individual applying for certification in Georgia must comply with the ethical standards of the profession. An FBI background check (fingerprint) is required for employment in Georgia public schools and a Georgia criminal history check is required every five (5) years for certificate renewal. In addition, individuals applying for certification must respond to background check questions on the application form. Individuals applying for or already holding certification who violate standards of conduct may be subject to a GaPSC investigation, which could involve certificate denial, suspension or revocation (See GaPSC Rule 505-2-.30 REFERRAL TO EDUCATOR ETHICS DIVISION).

(4) Special Education.

(a) A GaPSC-accepted course in the identification and education of children who have special educational needs is required for issuance of a certificate in any of the following:

1. Teaching fields.
2. Leadership fields.
3. Service fields of Media Specialist and School Counseling.

(b) The following certificates may be issued prior to completion of the special education requirement (course must be satisfied to renew or convert the certificate):

1. Initial Professional or Induction certificate issued based on interstate reciprocity.
2. Initial Induction certificate issued based on completion of an out-of-state approved educator preparation program with student teaching outside of Georgia.
3. Initial Professional certificate in School Counseling based on holding an acceptable valid state license issued by the Georgia Secretary of State Office.

(c) The course may be satisfied by the following:

1. Earning three (3) semester hours of college credit with a grade of "B" or better

(i) The grade requirement of "B" or better is effective July 1, 2019, for courses completed on or after this date.

2. Earning five (5) Georgia professional learning units satisfied through a Georgia public school system or RESA.
3. Holding valid National Board for Professional Teaching Standards (NBPTS) certification.
4. Meeting out-of-state experience exemption outlined in section (6) below.

(5) Ethics Assessment.

(a) A passing score on the GACE Educator Ethics Assessment is required for the following:

1. Issuance of a Pre-Service certificate.
2. Issuance of an initial Clearance certificate to individuals who are not required to hold an in-field certificate as outlined in GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE.
3. Issuance of a Provisional teaching certificate.
4. Issuance of an Induction certificate in a teaching field.
5. Issuance of the International Exchange certificate.
6. Conversion of a Provisional or Induction Pathway 4 teaching certificate to a Professional certificate.
7. Issuance of an initial three-year Permit.
8. Conversion to the five-year Permit if initial Permit was issued on or after October 15, 2017.

(b) A passing score on the GACE Ethics for Educational Leadership is required for the following:

1. Issuance of a Non-Renewable certificate in educational leadership for completion of an approved program.
2. Issuance of an initial professional certificate in educational leadership.
3. Issuance of an initial Superintendent Permit
4. Conversion to the five-year Permit if initial Permit was issued on or after October 15, 2017.

(6) Out-of-State Experience Exemption. Veteran out-of-state educators moving into Georgia may be eligible to exempt all Special Georgia Requirements except the Standards of Conduct. To be eligible, the applicant must hold a valid out-of-state certificate and have a minimum of five (5) full years of successful education experience as defined in section (5) of GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Georgia

Notes None

Last Reviewed Date 7/22/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Guam

License Title Initial Educator, Elementary (K-5)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? No, if state/territory is party to the NASDTEC Interstate Agreement or program is NCATE/CAEP accredited

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

(l) Holders of Degrees from NCATE-Accredited Institutions. Holders of degrees in teacher preparation awarded by an institution accredited by the National Council for Accreditation of Teacher Education (NCATE) shall be eligible for an Initial Educator Certificate with the addition of the requirements that are stated in § 8105 (b)(1)(A), (B), (C) and (D).

(m) Interstate Reciprocity. Individuals holding a valid state teaching credential, such as a license or certificate, may qualify for an initial Guam certificate with comparable endorsement areas provided such license is issued by a state that has signed the NASDTEC Inter-State Agreement and is a full credential without deficiencies; or holds national certification from the National Board for Professional Teaching Standards (NBPTS).

5A GU ADC 8104

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Guam Commission for Educator Certification

Board/Agency Website <https://gcec.guam.gov/services-resources/certification>

Statute/Regulation/Rule Citation 5A Guam R. & Regs. § 8104

5A Guam R. & Regs. § 8105

Must Out-of-State Program Graduate Hold License to Qualify? Yes, unless NCATE/CAEP accredited

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) All persons issued an educational professional certificate who have not completed a three (3) semester credit course in Guam history of culture shall complete one (1) such course during the first year after certification. Failure to meet this requirement shall constitute sufficient cause to cancel the certificate until the deficiency is corrected.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/22/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Hawaii

License Title Provisional License, Elementary Education (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

(a) A non-renewable provisional license may be granted to an applicant for three (3) years provided that the individual has met the following criteria:

(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;

(2) Satisfactorily completed a State-approved teacher, librarian or counselor education program; Haw. Code R. 8-54-9.1 (Weil)

HTSB honors reciprocity for all 50 states, District of Columbia, Puerto Rico, US Virgin Islands, Guam, and CNMI for jurisdictional approved preparation programs leading to licensure, licenses, and verifiable relevant experience. HTSB will evaluate non-US programs, licenses, and experiences, please provide the necessary documentation during the application process.

(<https://hawaiiteacherstandardsboard.org/content/permits-and-license-types/>)

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Hawaii Teachers Standards Board

Board/Agency Website <https://hawaiiteacherstandardsboard.org/>

Statute/Regulation/Rule Citation Haw. Admin. Rules (HAR) § 8-54-9.1

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/22/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Idaho

License Title Standard Instructional Certificate or Interim Certificate (if ID coursework or exams needs to be completed), All Subjects (K-8)

Specialized Accreditation Required? Yes, NCATE/CAEP

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? Yes

Specific Coursework Out-of-state program must be NCATE/TEAC/CAEP accredited, if graduate does not get licensed in state where program completed first.

From website FAQ <https://www.sde.idaho.gov/cert-psc/cert/>

If you complete an out-of-state teacher preparation program that does not have a National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or Council for the Accreditation of Education Preparation (CAEP) accreditation, you may have to apply for that state's certification in order to use that current, valid out-of-state certificate to apply for Idaho certification.

IDAPA 08.02.02.022

01. All Subjects (K-8). Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12. (7-1-21)T

IDAPA 08.02.02.015

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (7-1-21)T

a. Professional education requirements: (7-1-21)T

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (7-1-21)T

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (7-1-21)T

b. Completed an approved educator preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (7-1-21)T

c. Individuals seeking endorsement must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (7-1-21)T

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (7-1-21)T

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (7-1-21)T

Supervised Experience (In-Program) Minimum credit hours must include at least six (6) semester

credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas
Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Idaho State Department of Education

Board/Agency Website <https://www.sde.idaho.gov/cert-psc/cert/>

Statute/Regulation/Rule Citation I.C. § 33-1201

IDAPA 08.02.02.014

Must Out-of-State Program Graduate Hold License to Qualify? No, but if no license then program must be NCATE/TEAC/CAEP accredited.

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) IDAPA 08.02.02.016

03. Idaho Comprehensive Literacy Course. For all Idaho teachers working on interim certificates, (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state board approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent shall be a one-time requirement for full certification. (7-1-21)T

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (7-1-21)T

04. Mathematical Thinking for Instruction. For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state board approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement for full certification. (7-1-21)T

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 11/4/2023

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Illinois

License Title Professional Educator License, Elementary Education (1-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

(2) the applicant must:

(A) have completed a state-approved program for the licensure area sought, including coursework concerning (i) methods of instruction of the exceptional child, (ii) methods of reading that align with all applicable standards set forth in Part 23 of Title 23 of the Illinois Administrative Code and reading in the content area, and (iii) instructional strategies for English learners;

105 Ill. Comp. Stat. Ann. 5/21B-35

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Illinois State Board of Education

Board/Agency Website <https://www.isbe.net/educatorlicensure>

Statute/Regulation/Rule Citation 105 ILCS 5/21B-35

23 Ill. Adm. Code 25.25

Must Out-of-State Program Graduate Hold License to Qualify? No, but holding license waives IL coursework requirements

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) If out-of-state applicant does not hold license from other state, then must meet 4 coursework requirements. Cross-Categorical Special Education Methods, Reading Methods, Reading in the Content Area, ESL/Bilingual Methods.

No provisional or temporary license available while course(s) are completed.

Out-of-state programs can seek pre-approval of PEL courses. See <https://www.isbe.net/Pages/Pre-Approved-Coursework-for-the-Illinois-Professional-Educator-Out-of-State.aspx>

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Illinois

Notes None

Last Reviewed Date 7/28/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Indiana

License Title Initial Practitioner License, Elementary Generalist (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved and/or NCATE/CAEP accredited teacher preparation program graduates meet educational requirements.

(C) Holds a bachelor's degree from a teacher education program approved by NCATE/CAEP or its successor, or a state accredited teacher preparation program in good standing.

511 Ind. Admin. Code 16-2-3

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Indiana Department of Education

Board/Agency Website <https://www.in.gov/doi/educators/educator-licensing/>

Statute/Regulation/Rule Citation 511 IAC 16-2-3

511 IAC 10.1-1-1

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Valid CPR certification from an IDOE approved provider.

Suicide prevention training certificate.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/28/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Iowa

License Title Initial Teaching License, Teacher Elementary Classroom (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Required coursework: Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children.

At least 9 semester hours in literacy which must include:

1. Content:

1. Children's literature;
2. Oral and written communication skills for the twenty-first century.

2. Methods:

1. Assessment, diagnosis and evaluation of student learning in literacy;
2. Integration of the language arts (to include reading, writing, speaking, viewing, and listening);
3. Integration of technology in teaching and student learning in literacy;
4. Current best-practice, research-based approaches of literacy instruction;
5. Classroom management as it applies to literacy methods;
6. Pre-student teaching clinical experience in teaching literacy.

At least 9 semester hours in mathematics which must include:

1. Content:

1. Numbers and operations;
2. Algebra/number patterns;
3. Geometry;
4. Measurement;
5. Data analysis/probability.

2. Methods:

1. Assessment, diagnosis and evaluation of student learning in mathematics;
2. Current best-practice, research-based instructional methods in mathematical processes (to include problem solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representations; and the application of content to real world experiences);
3. Integration of technology in teaching and student learning in mathematics;
4. Classroom management as it applies to mathematics methods;
5. Pre-student teaching clinical experience in teaching mathematics.

At least 9 semester hours in social sciences which must include:

1. Content:

1. History;
2. Geography;
3. Political science/civic literacy;
4. Economics;
5. Behavioral sciences.

2. Methods:

1. Current best-practice, research-based approaches to the teaching and learning of social sciences;
2. Integration of technology in teaching and student learning in social sciences;
3. Classroom management as it applies to social science methods.

At least 9 semester hours in science which must include:

1. Content:

1. Physical science;
2. Earth/space science;
3. Life science.
2. Methods:
 1. Current best-practice, research-based methods of inquiry-based teaching and learning of science;
 2. Integration of technology in teaching and student learning in science;
 3. Classroom management as it applies to science methods.

At least 3 semester hours to include all of the following:

1. Methods of teaching elementary physical education, health, and wellness;
2. Methods of teaching visual arts for the elementary classroom;
3. Methods of teaching performance arts for the elementary classroom

Pre-student teaching field experience in at least two different grade levels to include one primary and one intermediate placement.

A field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

Iowa Admin. Code 282-13.5

(1) General requirements. The applicant shall:

- a. Have a baccalaureate degree.
- b. Have completed a state-approved teacher education program.
- c. Have completed the teacher preparation coursework set forth in 281--subrules 79.15(2) to 79.15(5).
- d. Have completed student teaching in the subject area and grade level endorsement desired.
- e. Have completed the requirements for one of the basic teaching endorsements.
- f. Provide a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed.

13.5(2) Applicants from non-Iowa institutions.

- a. Original application. Applicants under this subrule have completed a teacher preparation program outside the state of Iowa and are applying for their first Iowa teaching license.
- b. In addition to the requirements set forth in subrule 13.5(1), an applicant from a non-Iowa institution:
 - (1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate.
 - (2) Shall provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and the applicant has verified fewer than three years of valid out-of-state teaching experience. If the teacher preparation program was completed prior to January 1, 2013, or if the applicant has verified three years of valid out-of-state teaching experience, the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed (or verify highly qualified status) or must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.
 - (3) Shall provide an official institutional transcript(s) to be analyzed for the requirements necessary for Iowa licensure. An applicant must have completed at least 75 percent of the coursework as outlined in 281--subrules 79.15(2) to 79.15(5) and an endorsement requirement through a two- or four-year institution in order for the endorsement to be included on the license. An applicant who has not completed at least 75 percent of the coursework for at least one of the basic Iowa teaching endorsements completed will not be issued a license. An applicant seeking a board of educational examiners transcript review must have achieved a C- grade or higher in the courses that will be considered for licensure. An applicant who has met the minimum coursework requirements in this subrule will not be subject to additional coursework deficiency requirements if the applicant provides

verification of ten years of successful teaching experience or if the applicant provides verification of five years of successful experience and a master's degree.

(4) Shall demonstrate recency of experience by providing verification of either one year of teaching experience or six semester hours of college credit during the five-year period immediately preceding the date of application.

(5) Shall not be subject to any pending disciplinary proceedings in any state or country.

(6) Shall comply with all requirements with regard to application processes and payment of licensure fees.

Iowa Admin. Code 281-79.15(256)

Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.15(1) Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities.

79.15(2) Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281-79.2(256). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:

a. Students from diverse ethnic, racial and socioeconomic backgrounds.

b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.

c. Students who are struggling with literacy, including those with dyslexia.

d. Students who are gifted and talented.

e. English language learners.

f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

79.15(3) Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B. Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.

79.15(4) Each unit defines unit standards (aligned with InTASC standards) and embeds them in courses and field experiences.

79.15(5) Each teacher candidate demonstrates competency in all of the following professional core curricula:

a. Learner development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

b. Learning differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

c. Learning environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

d. Content knowledge. The teacher understands the central concepts, tools of inquiry, and structures of

the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

e. Application of content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

f. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

g. Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

h. Instructional strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

i. Professional learning and ethical practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

j. Leadership and collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

k. Technology. The teacher candidate effectively integrates technology into instruction to support student learning.

l. Methods of teaching. The teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.

79.15(6) Assessment requirements.

a. Each teacher candidate must either meet or exceed a score on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning. The required passing score will be determined by the director using considerations described in Iowa Code section 256.16(1)“a”(2) as amended by 2019 Iowa Acts, Senate File 159, section 2. A candidate who successfully completes the practitioner preparation program as required under this subparagraph shall be deemed to have attained a passing score on the assessments administered under this subparagraph even if the department subsequently sets different minimum passing scores.

b. The director shall waive the assessment requirements in 79.15(6)“a” for not more than one year for a person who has completed the course requirements for an approved practitioner preparation program but attained an assessment score below the minimum passing scores set by the department for successful completion of the program under 79.15(6)“a.” The department shall forward to the BOEE the names of all candidates granted a waiver for consideration for a temporary license.

79.15(7) Each teacher candidate must complete a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Additionally, each elementary teacher candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the teacher candidate is recommended.

79.15(8) Each teacher candidate demonstrates competency in content coursework directly related to the Iowa Core.

79.15(9) Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Supervised Experience (In-Program) Have completed student teaching in the subject area and grade level endorsement desired.

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Iowa Board of Education Examiners

Board/Agency Website <https://educate.iowa.gov/pk-12/educator-quality/become-educator>

Statute/Regulation/Rule Citation Iowa Code §272

Must Out-of-State Program Graduate Hold License to Qualify? Yes, but "The application for this license can be in progress if you can obtain verification that you are eligible" for the out-of-state license.

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required None

Notes None

Last Reviewed Date 7/29/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Kansas

License Title Initial Teacher License, Elementary (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

(b) (1) Any person who holds or has held a standard teaching, school leadership, or school specialist license issued by another state may apply for either an initial teaching license, an initial school specialist license, or an initial school leadership license or a professional teaching license, a professional school specialist license, or a professional school leadership license.

(2) To obtain an initial teaching license, each applicant specified in paragraph (b)(1) shall submit the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;

Kan. Admin. Regs. 91-1-204

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Kansas State Department of Education

Board/Agency Website <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation>

Statute/Regulation/Rule Citation K.S.A. 72-2157

K.A.R. 91-1-204

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/31/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Kentucky

License Title Provisional Certificate or Statement of Eligibility for Elementary School (Primary-5)

Specialized Accreditation Required? If out-of-state online program, yes. CAEP.

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved and/or CAEP accredited teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

Section 1. Definition. "Out-of-state educator preparation provider" means an educator preparation provider located outside of the Commonwealth of Kentucky or an online educator preparation provider not subject to the licensing requirements of 13 KAR 1:020 that is not accredited by the Education Professional Standards Board.

Section 2. (1) An applicant for Kentucky teacher or administrative certification whose professional preparation was completed at an out-of-state educator preparation provider, excluding providers that are solely online, shall have completed a program of preparation and the curriculum requirements approved by the responsible state education agency for teacher or administrative certification.

(2) An applicant for Kentucky teacher or administrative certification who completes an out-of-state educator preparation program through a solely online out-of-state educator preparation provider shall have:

(a) Completed a program of preparation that is:

1. Accredited or approved, as applicable, by the provider's state of origin;
2. Regionally accredited; and
3. Accredited by the Council for Accreditation of Educator Preparation (CAEP); and

(b) The curriculum requirements approved by the responsible state education agency for teacher or administrative certification.

16 Ky. Admin. Regs. 4:030

Section 3. Teacher Certification.

(1) An applicant for Kentucky teacher certification whose professional preparation was completed at an out-of-state educator preparation provider shall:

(a) Possess a teacher license or certificate equivalent to the Kentucky statement of eligibility from the state, territory, or province where the applicant completed his or her preparation program;

(b) Satisfy the degree, academic preparation, and grade point requirements established in 16 KAR 2:010;

(c) Provide evidence that the out-of-state license or certificate was obtained by completion of an approved educator preparation program and not based on the completion of a written or verbal assessment; and

(d) Follow the procedures for certificate application established in 16 KAR 2:010.

16 Ky. Admin. Regs. 4:030

Supervised Experience (In-Program) Must meet out-of-state program approval and/or accreditation requirements.

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Kentucky Education Professional Standards Board

Board/Agency Website <http://www.epsb.ky.gov/course/view.php?id=3>

Statute/Regulation/Rule Citation 16 Ky. Admin. Regs. 4:030

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 8/20/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Louisiana

License Title Out-of-state Certificate, Elementary (K-5)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who are eligible to hold license/certificate from state/territory where program is approved meet educational requirements.

B. OS Eligibility requirements:

1. earn a minimum of a baccalaureate degree from a college or university accredited in accordance with 34 CFR 602;

2. complete a teacher preparation program in another state;

3. hold a standard out-of-state teaching certificate, or if no certificate was issued, a letter from the state department of education or college of education dean verifying eligibility in that state for a certificate in the certification area(s);

28 La. Admin. Code Pt CXXXI, 511

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Louisiana Department of Education

Board/Agency Website <https://www.louisianabelieves.com/teaching/Career-Advancement-Opportunities>

Statute/Regulation/Rule Citation La. Admin Code. tit. 28, Pt CXXXI, § 201

Must Out-of-State Program Graduate Hold License to Qualify? Must hold or be eligible to hold certification. Practically, yes.

2. Hold or be eligible to hold a standard professional level out-of-state teaching certificate as documented with a copy of the certificate AND the Teacher Preparation/Certification Status form (included with this application packet). If no certificate was issued in another state, the Teacher Preparation/Certification Status form will serve as documentation indicating deficiency which may permit certification in Louisiana.

5. Teacher Preparation/Certification Status form (required) completed by the initial credentialing agency if applicant holds or is eligible to hold certification in another state. If credentialing agency is unable to complete this form, the information may be provided by the teacher preparation program provider, university or college.

(https://www.teachlouisiana.net/pdf/applications/OutofState_Application_8_17_withfillablefields.pdf)

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 8/20/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Maine

License Title Professional Teacher Certificate, Elementary Teacher (K-8)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 05-071 CMR Ch. 115, Pt. II, § 1 (1.2)

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of six semester hours in each of the following: liberal arts English, liberal arts mathematics, liberal arts science, and liberal arts social studies;

(c) Completed a minimum of three semester hours in elementary reading methods;

(d) Completed a minimum of three semester hours from the following courses: children's literature, elementary language arts methods, or the writing process;

(e) Completed a minimum of three semester hours in elementary mathematics methods;

(f) Completed a minimum of three semester hours in elementary science methods;

(g) Completed a minimum of three semester hours in elementary social studies methods;

(h) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(i) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(j) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;

(k) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

(l) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in this endorsement area at the specified grade level.

Supervised Experience (In-Program) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level.

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Maine Department of Education

Board/Agency Website <https://www.maine.gov/doe/cert/>

Statute/Regulation/Rule Citation 20-A M.R.S.A. § 13013
05-071 CMR Ch. 115, Pt. II, § 1 (1.4)

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 6/12/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Maryland

License Title Initial Professional License, Elementary Education (1-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

B. Out-of-State Pathways to Initial Teacher License.

(1) Out-of-State Teacher Preparation Program. Teacher candidates who complete a teacher preparation program in another state or foreign country shall meet the following requirements:

(a) Bachelor's degree or higher, or a U.S. equivalent of a foreign degree;

(b) Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought;

Md. Code Regs. 13A.12.02.03

Supervised Experience (In-Program) A supervised experience in a public or accredited nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Maryland State Department of Education

Board/Agency Website <https://marylandpublicschools.org/about/Pages/DEE/index.aspx>

Statute/Regulation/Rule Citation COMAR 13A.12.02.03

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes New testing requirements go into effect in 2025. They include:

– edTPA OR PPAT (Required July 1, 2025)

([https://marylandpublicschools.org/about/Documents/DEE/Certification/MSDE-LicensureGuide-v4\(a11y\).pdf](https://marylandpublicschools.org/about/Documents/DEE/Certification/MSDE-LicensureGuide-v4(a11y).pdf))

Last Reviewed Date 8/26/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Massachusetts

License Title Initial Teaching License (if SEI and MTLE exams completed) or Provisional Teaching License (if SEI not completed), Elementary (1-6)

Specialized Accreditation Required? Only if out-of-state program was completed in non-NASDTEC state.

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved or accredited teacher preparation program graduates meet educational requirements.

(3) Route Three is for candidates from outside Massachusetts. Candidates seeking licensure under Route Three shall meet the following requirements:

(a) Evidence of one of the following:

1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.
2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by a national organization accepted by the Commissioner.
3. Possession of the equivalent of at least an Initial License/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.

603 Mass. Code Regs. 7.05

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Massachusetts Department of Elementary and Secondary Education

Board/Agency Website <https://www.doe.mass.edu/licensure/>

Statute/Regulation/Rule Citation M.G.L.A. 71 § 38G

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Sheltered English Immersion (SEI)

You may qualify for the SEI Teacher endorsement through one of the following pathways:

Enroll in and successfully complete a for-cost course sponsored by a DESE-approved vendor; or
Complete a Massachusetts-approved educator preparation program for the applicable license; or
Take and pass the SEI MTEL; or

Hold an ESL/ELL license in Massachusetts; or

Possess a Bachelor's degree in a DESE-approved major or DESE-approved graduate-level training.

*If you believe that you may qualify for the Endorsement by virtue of having the appropriate degree or graduate level training, you may submit materials to the Office of Educator Licensure for review.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Massachusetts

Notes None

Last Reviewed Date 8/26/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Michigan

License Title Standard Certificate, Elementary (K-5)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Rule 30. (1) Subject to subrule (5) of this rule and R 390.1204, the superintendent of public instruction may issue a standard teaching certificate to an applicant who has paid the applicable evaluation fee if the department has received documentation of both of the following:

(a) One of the following:

(i) An out-of-state certificating authority issued a standard level, or higher, teaching certificate to the applicant at any time based on satisfaction of requirements for certification the superintendent of public instruction considers equivalent to those in effect in this state.

(ii) The applicant satisfactorily completed an out-of-state program the requirements of which the superintendent of public instruction considers equivalent to those in effect in this state that lead to teacher certification.

Mich. Admin. Code R 390.1130

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Michigan Department of Education

Board/Agency Website <https://www.michigan.gov/mde/services/ed-serv/ed-cert>

Statute/Regulation/Rule Citation Mich. Admin. Code R 390.1130

M.C.L.A. 380.1531

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) M.C.L.A. 380.1531d (1) Beginning July 1, 2004, the superintendent of public instruction shall not issue an initial teaching certificate to a person unless the person presents evidence satisfactory to the superintendent of public instruction that the person meets 1 of the following:

(a) Has successfully completed a course approved by the department in first aid and cardiopulmonary resuscitation, including a test demonstration on a mannequin, and has successfully completed instruction approved by the department in foreign body airway obstruction management, and holds valid certification in these topics issued by the American red cross, American heart association, or a comparable organization or institution approved by the department.

(b) Has physical limitations that make it impracticable for the person to complete the instruction and obtain the required certification under subdivision (a).

(2) A person who meets the requirements described in subsection (1)(a) and who performs first aid, cardiopulmonary resuscitation, or foreign body airway obstruction management on another person in the course of his or her employment as a teacher is not liable in a civil action for damages resulting from an act or omission occurring in that performance except an act or omission constituting gross negligence or willful and wanton misconduct.

(3) This section does not create a duty to act on the part of a person who holds the certification described in subsection (1)(a).

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Michigan

Notes None

Last Reviewed Date 8/26/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Minnesota

License Title Tier 3 License, Elementary Education (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Minnesota Rules, part 8710.3200 Subp. 2. Licensure requirements. A candidate for licensure to teach elementary students in kindergarten through grade 6 shall:

- A. hold a baccalaureate degree from a college or university that is accredited by the regional association for the accreditation of colleges and secondary schools;
- B. demonstrate the standards for effective practice for licensing of beginning teachers listed in part 8710.2000; and
- C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of elementary education in kindergarten through grade 6 in subpart 3.

Minnesota Rules, part 8710.3200 Subp. 3. Subject matter standards, elementary education. A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

A. A teacher of children in kindergarten through grade 6 must:

- (1) understand and apply the research base for and the best practices of kindergarten and elementary level education;
- (2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;
- (3) understand and apply the concepts of “belonging” and “family connectedness” as crucial to the development of young children;
- (4) understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children; and
- (5) understand how to integrate curriculum across subject areas in developmentally appropriate ways.

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:

- (1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;
- (2) understand and apply teaching methods related to the developmental stages of language;
- (3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;
- (4) know how to integrate the communication arts;
- (5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;
- (6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;
- (7) know children's and young adolescents' literature representing a variety of genre; and
- (8) know how to use books and other printed sources to develop children's personal growth and lifelong learning.

C. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:

- (1) oral and written language development, including:
 - (a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;
 - (b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly English learners; and
 - (c) the interrelated elements of language arts instruction that support the reading development of English learners, including ways in which the writing systems of other languages may differ from

English and factors and processes involved in transferring literacy competencies from one language to another.

- (2) phonological and phonemic awareness, including:
 - (a) the phonemes that make up the English language;
 - (b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and
 - (c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;
- (3) concepts about print, including:
 - (a) knowledge about how letters, words, and sentences are represented in written English;
 - (b) the importance of teaching uppercase and lowercase letter recognition and formation; and
 - (c) the instructional progression of the alphabetic principle;
- (4) phonics and other word identification strategies and fluency, including:
 - (a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;
 - (b) word identification strategies and common, irregular sight words;
 - (c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;
 - (d) how the etymology and morphology of words relate to orthographic patterns in English; and
 - (e) the development of reading fluency;
- (5) knowledge of how to develop vocabulary knowledge, including:
 - (a) understanding the critical role vocabulary knowledge plays in reading;
 - (b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and
 - (c) how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;
- (6) comprehension processes related to reading, including:
 - (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;
 - (b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and
 - (c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;
- (7) content-area literacy, including:
 - (a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and
 - (b) the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;
- (8) literary response and analysis, including:
 - (a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;
 - (b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and
 - (c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;
- (9) structure of the English language, including:
 - (a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);
 - (b) knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;
 - (c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and

(d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(1) appropriate, motivating instruction, both explicit and implicit, in:

(a) oral language development;

(b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;

(c) the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and

(d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

(a) multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;

(b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and

(c) teaching comprehension skills and strategies, including opportunities for guided and independent work;

(3) selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;

(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work; and

(6) the ability to design purposeful lessons and tasks based on the qualities, structures, and difficulty of texts and the reading needs of individuals, including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(1) formal and informal tools to assess students':

(a) oral and written language development;

(b) auditory awareness, discrimination of sounds, and phonological and phonemic awareness;

(c) understanding of concepts about print and the alphabetic principle;

(d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;

(e) vocabulary knowledge in relation to specific reading needs and texts;

(f) comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;

(g) comprehension in content area reading;

(h) ability to evaluate and respond to a range of literature and analyze text structures and elements; and

(i) oral and written language to determine understanding and use of English language structures and conventions;

(2) formal and informal tools to:

(a) plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and

(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;

- (3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;
- (4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;
- (5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and
- (6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:

- (1) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;
- (2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;
- (3) the development and implementation of classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;
- (4) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students;
- (5) the ability to foster independence and self-efficacy in readers;
- (6) the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and
- (7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home.

G. A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:

- (1) exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;
- (2) display positive dispositions toward the act of reading and the teaching of reading, including a belief that students can learn to read regardless of cognitive, cultural, or linguistic backgrounds;
- (3) provide support for reading development by communicating regularly with parents or caregivers and eliciting their support in a student's reading development;
- (4) understand how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;
- (5) engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions and interactions with students; and
- (6) collaborate with other professionals on literacy learning initiatives.

H. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental concepts of mathematics and the connections between them. The teacher must know and apply:

- (1) concepts of mathematical patterns, relations, and functions, including the importance of number and geometric patterns in mathematics and the importance of the educational link between primary school activities with patterns and the later conceptual development of important ideas related to functions and be able to:
 - (a) identify and justify observed patterns;
 - (b) generate patterns to demonstrate a variety of relationships; and
 - (c) relate patterns in one strand of mathematics to patterns across the discipline;
- (2) concepts and techniques of discrete mathematics and how to use them to solve problems from

areas including graph theory, combinatorics, and recursion and know how to:

- (a) help students investigate situations that involve counting finite sets, calculating probabilities, tracing paths in network graphs, and analyzing iterative procedures; and
 - (b) apply these ideas and methods in settings as diverse as the mathematics of finance, population dynamics, and optimal planning;
- (3) concepts of numerical literacy:
- (a) possess number sense and be able to use numbers to quantify concepts in the students' world;
 - (b) understand a variety of computational procedures and how to use them in examining the reasonableness of the students' answers;
 - (c) understand the concepts of number theory including divisibility, factors, multiples, and prime numbers, and know how to provide a basis for exploring number relationships; and
 - (d) understand the relationships of integers and their properties that can be explored and generalized to other mathematical domains;
- (4) concepts of space and shape:
- (a) understand the properties and relationships of geometric figures;
 - (b) understand geometry and measurement from both abstract and concrete perspectives and identify real world applications; and
 - (c) know how to use geometric learning tools such as geoboards, compass and straight edge, ruler and protractor, patty paper, reflection tools, spheres, and platonic solids;
- (5) data investigations:
- (a) use a variety of conceptual and procedural tools for collecting, organizing, and reasoning about data;
 - (b) apply numerical and graphical techniques for representing and summarizing data;
 - (c) interpret and draw inferences from data and make decisions in a wide range of applied problem situations; and
 - (d) help students understand quantitative and qualitative approaches to answering questions and develop students' abilities to communicate mathematically;
- (6) concepts of randomness and uncertainty:
- (a) probability as a way of describing chance in simple and compound events; and
 - (b) the role of randomness and sampling in experimental studies;
- (7) mathematical processes:
- (a) know how to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality;
 - (b) understand the connections among mathematical concepts and procedures, as well as their application to the real world;
 - (c) understand the relationship between mathematics and other fields; and
 - (d) understand and apply problem solving, reasoning, communication, and connections; and
- (8) mathematical perspectives:
- (a) understand the history of mathematics and the interaction between different cultures and mathematics; and
 - (b) know how to integrate technological and nontechnological tools with mathematics.
- I. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental social studies concepts and the connections among them. The teacher must know and apply:
- (1) tools of inquiry and problem solving;
 - (2) concepts of:
 - (a) culture and cultural diversity;
 - (b) the ways human beings view themselves in and over time;
 - (c) the interaction between people, places, and environments;
 - (d) individual development and identity;
 - (e) interactions among individuals, groups, and institutions;
 - (f) how people create and change structures of power and authority and of governance;
 - (g) how people organize for the production, distribution, and consumption of goods and services and how those choices impact the environment;
 - (h) the relationships among science, technology, and society;

- (i) global connections and independence; and
- (j) the ideals, principles, and practices that promote productive community involvement;
- (3) history, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum; and
- (4) the environment as an integrating concept through understanding of how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics.

J. A teacher of children in kindergarten through grade 6 must demonstrate a fundamental knowledge of scientific perspectives, scientific connections, science in personal and social perspectives, the domains of science, and the methods and materials for teaching science and scientific inquiry. The teacher must:

- (1) understand science as a human endeavor, the nature of scientific knowledge, and the historical perspective of science;
- (2) know and apply the understandings and abilities of scientific inquiry including the ability to:
 - (a) identify questions and concepts that can be explored through scientific inquiry;
 - (b) design and conduct scientific investigations;
 - (c) use appropriate scientific instrumentation and equipment and mathematics as tools to improve scientific investigations and communications;
 - (d) compare the use of multiple types of inquiry for answering questions;
 - (e) evaluate alternative explanations and models based on evidence, current scientific understanding, and logic; and
 - (f) communicate and defend a scientific argument;
- (3) know how to make connections across the domains of science, between science and technology, and between science and other school subjects;
- (4) use scientific understandings and abilities when making decisions about personal and societal issues;
- (5) know and apply the fundamental concepts and principles of physical science concerning properties of and changes in matter; position, motion, and force; light, heat, electricity, and magnetism; and kinds of and ways to transfer energy;
- (6) know and apply the fundamental concepts and principles of life science concerning the characteristics of organisms, the life cycle of organisms, the interrelationships of organisms and environments, structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems and their interrelationships, and diversity and adaptations of organisms;
- (7) know and apply the fundamental concepts and principles of earth and space science concerning properties of earth materials; objects in the sky; changes in earth and sky; structure of the earth system, including hydrosphere, biosphere, atmosphere, and lithosphere; history of the earth; and earth in the solar system; and
- (8) know and apply pedagogy and classroom management in science and scientific inquiry including understanding:
 - (a) content standards under chapter 3501 for recommendations regarding curriculum, instruction, assessment, professional development, and program development;
 - (b) how to teach scientific inquiry in a developmentally appropriate manner;
 - (c) common student misconceptions in science and developmentally appropriate strategies to elicit students' misconceptions and help them move to accepted scientific understandings; and
 - (d) how to implement safe environments for learning science through knowing:
 - i. state and national legal responsibilities and safety guidelines for teaching science;
 - ii. how to establish and enforce recognized safety procedures during the science learning experience;
 - iii. how to use required safety equipment for classroom, field, and laboratory settings including goggles, fire extinguisher, fire blanket, eye wash, and chemical shower;
 - iv. how to manage, maintain, and utilize science supplies and equipment;
 - v. state and national guidelines and plan for the care, storage, use, and disposal of chemicals and equipment used to teach science;
 - vi. the ethics of and restrictions on making and maintaining collections of scientific specimens and data; and

vii. the ethics of and restrictions on the use of live organisms, and how to acquire, care, handle, and dispose of organisms.

K. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental physical education and health concepts and the connections among them. The teacher must:

- (1) understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices;
- (2) understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risk situations and relationships;
- (3) understand and apply movement concepts and principles to the learning and development of motor skills; and
- (4) understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.

L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:

- (1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;
- (2) be able to perform and create using the basic elements and processes of visual and performing arts;
- (3) know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;
- (4) understand the role of visual and performing arts in culture; and
- (5) know the characteristics of children's developmental stages in the visual and performing arts.

Supervised Experience (In-Program) A minimum of a four-week student teaching experience

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Minnesota Professional Educator Licensing and Standards Board

Board/Agency Website <https://mn.gov/pelsb/aspiring-educators/requirements/>

Statute/Regulation/Rule Citation M.S.A. § 122A.06

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Minnesota

Notes None

Last Reviewed Date 9/5/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Mississippi

License Title Initial Teacher License, Elementary Education (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Licensure Preparation and Other Programs Completed Outside the State of Mississippi

Prospective and practicing educators seeking to obtain initial licensure in the state of Mississippi by way of completion of a traditional state approved or nationally accredited licensure-track teacher, administrator, certain supplemental service provider, and supplemental endorsement preparation program from a regionally/nationally accredited institution of higher education outside of Mississippi, shall first obtain Institutional Program Verification (IPV) from the educator preparation provider in the state where the preparation occurred. Upon obtaining Institutional Program Verification (IPV) using the form established by the MDE Division of Educator Licensure, the candidate shall submit an application with required supporting documentation to the MDE Division of Educator Licensure for the purpose of determining eligibility to obtain a Mississippi license via guidelines in effect on the date the complete application is received by the MDE. Educators that complete a nontraditional licensure-track program outside of Mississippi shall first be licensed in another state and seek to obtain a Mississippi license via Reciprocity guidelines in effect on the date the complete application and required supporting documentation is received by the MDE.

CMSR 07-000-004

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Mississippi Department of Education

Board/Agency Website <https://www.mdek12.org/OEL>

Statute/Regulation/Rule Citation 7 Miss. Admin. Code Pt. 3, R. 14.4

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/5/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Missouri

License Title Initial Teacher Certificate, Elementary Education (1-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

<https://dese.mo.gov/educator-quality/certification/become-certified-teacher#holdoutofstatecertificate>

An applicant who completed a teacher education program in another state and who possesses a valid professional certificate in that state may be granted a Missouri certificate in an area most closely aligned to the certification if Missouri issues such certificate. If an educator is completing or has completed a teacher education program in another state (either on campus or online), it would be beneficial to obtain that state's certificate whether one plans to reside in that state or not. In most cases, a Missouri certificate is issued with no further coursework or test requirements. If an area of certification is not equivalent, an educator may be evaluated based upon Missouri's current requirements for the most closely aligned certificate.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Missouri Department of Elementary & Secondary Education

Board/Agency Website <https://dese.mo.gov/educator-quality/certification>

Statute/Regulation/Rule Citation V.A.M.S. 168.011

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Missouri

Notes No. OOS licensure is encouraged but not required to qualify.

<https://dese.mo.gov/educator-quality/certification/out-state-information>

As noted within the checklist, if your out-of-state professional certificates have expired, or if you never held an out-of-state certificate, you must provide an institutional recommendation from the certification officer at the college or university where you completed your initial teacher education program. The recommendation form can be downloaded by clicking on the appropriate button when completing the online Non-Missouri Graduate Application. The form should be mailed back to you to be included in your packet. Educator Certification will evaluate your transcripts based on current Missouri requirements and does not guarantee immediate issuance of a Missouri certificate. All evaluations will be posted at the Certificate Status link located on your Profile Page in the Educator Certification System.

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Montana

License Title Standard Teacher License, Elementary (K-8)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

<https://opi.mt.gov/Educators/Licensure/Educator-Licensure/Educator-Licenses#9389210445-class-2-standard-teaching-license>

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE

(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:

- (a) a bachelor's or master's degree from an institutionally accredited college or university, or a completed evaluation of foreign transcripts that demonstrates equivalency to a bachelor's degree through a National Association of Credential Evaluation Services (NACES) agency;
- (b) completion of an approved educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program;
- (c) qualification for one or more endorsement as outlined in ARM 10.57.412; or
- (d) verified completion of the online course "An Introduction to Indian Education for All in Montana"; and
- (e) proof of:
 - (i) a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or
 - (ii) a passing score on a student-teaching portfolio as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or
 - (iii) a 3.00 or higher course work grade point average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or
 - (iv) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two years of successful teaching experience as defined in ARM 10.57.102 as documented by a recommendation from the out-of-state P-12 school employer on a form prescribed by the superintendent of public instruction.

ARM 10.57.410

Supervised Experience (In-Program) 10.57.102 DEFINITIONS

The following definitions apply to this chapter.

(1) "Acceptable evidence" means relevant official transcripts, university recommendation, certificates of completion, and other documentation as required by the Board of Public Education or the Superintendent of Public Instruction.

(16) "Supervised teaching experience" means teaching experience while under the supervision of an approved educator preparation program and is identified through acceptable evidence as delineated in ARM 10.57.102(1) as field experience, internship, practicum, or student teaching.

ARM 10.57.102

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Montana Office of Public Instruction

Board/Agency Website <https://opi.mt.gov/Educators/Licensure/Educator-Licensure>

Statute/Regulation/Rule Citation MCA 20-4-104

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Completion and verification of the free, online course: An Introduction to Indian Education for All in Montana.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes 10.57.412 CLASS 1 AND 2 ENDORSEMENTS

(1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.

(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (P-3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, music K-12, physical education K-12, physics, political science, psychology, reading K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.

(3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.

(4) Permissive special competencies or endorsements identified on an educator license, but no longer offered, may be retained as long as the licensee continues to renew the license.

(5) To obtain an early childhood (P-3), elementary (K-8), middle grades (4-8 content-specific), secondary (5-12 content-specific), K-12, or P-12 (special education) endorsement, an applicant must provide verification of completion of an approved educator preparation program at the grade level(s) identified by the program, including supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.

(6) Applicant must also submit a recommendation for any endorsement requested from the appropriate official from an approved educator preparation.

(7) Applicants who have completed an approved educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) may qualify for a special education P-12 endorsement in hearing and vision upon verification of program completion and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the special education endorsement.

(8) Applicants with graduate degrees in an endorsable area may use experience instructing in relevant college or university courses as credit in that endorsement area for licensure.

ARM 10.57.412

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Nebraska

License Title Initial Teaching Certificate, Elementary (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework From website <https://www.education.ne.gov/tcert/out-of-state-certification/reciprocity-information/>

Nebraska does not have full reciprocity with other states, but we do recognize approved teacher preparation programs from other states. The coursework needs to appear on an official transcript from a standard institution of higher education, which is defined as any college or university whose educator preparation program is fully approved by the board or comparable agency in any other state or country.

ALSO Neb. Admin. R. & Regs. Tit. 92, Ch. 21, § 002 - 002. Definitions. 002.03 Approved program means a teacher education or educator preparation program approved pursuant to 92 NAC 20, approved in another state or country pursuant to standards which are comparable and equivalent to 92 NAC 20, or a program capable of meeting such standards;

Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006

006.20D Certification Endorsement Requirements: This endorsement requires professional education coursework related to teaching children from kindergarten through grade eight and academic coursework in all areas of the elementary curriculum.

006.20D1 A minimum of 40 semester hours of professional education coursework will include the following:

006.20D1a Child growth and development; and

006.20D1b Curriculum, methodology, and assessment appropriate for all students in all areas of the elementary school curriculum; and

006.20D1c Instructional strategies that are adapted for diverse students; and

006.20D1d Organization and management of the classroom; and

006.20D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures; and

006.20D1f History, trends, and societal and cultural issues which impact elementary education.

006.20D2 A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours is required in each of the four areas. Course work in the four core areas includes:

006.20D2a Communication, including literature, composition and speech, and reading instruction to include identification of deficiencies and effective instructional and intervention strategies; and

006.20D2b Mathematics, including identification of deficiencies and effective instructional and intervention strategies; and

006.20D2c Natural sciences; and

006.20D2d Social sciences.

006.20D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.20D3a Fine arts and humanities, and;

006.20D3b Health and wellness.

006.20E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.20F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

Supervised Experience (In-Program) SOURCE: Neb. Admin. R. & Regs. Tit. 92, Ch. 20, § 005 -

Applies to all initial licenses, IN PROGRAM:

005.03 Field Experience Coursework. The institution shall require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. When viewed as a whole, field experiences are central to candidate preparation and shall provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language.

005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.

005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Nebraska Department of Education

Board/Agency Website <https://www.education.ne.gov/TCERT/>

Statute/Regulation/Rule Citation Neb.Rev.St. § 79-808

Neb. Admin. R. & Regs. Tit. 92, Ch. 21, § 005

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Human Relations Training and Special Education Training

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Nevada

License Title Standard Teacher License or Non-Renewable/Provisional (if testing or coursework deficiencies), Elementary Education (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

391.052. Criteria for approval of standards for licensing teachers of another state; credit for previous teaching service.

1. The Commission will approve the standards for licensing teachers of another state or foreign country for the purposes of subsection 2 of NRS 391.167 if:

(a) The state or foreign country in which the teacher earned the previous teaching service is a signatory with this State on the National Association of State Directors of Teacher Education and Certification Interstate Agreement; or

(b) The Department has determined that the state or foreign country in which the teacher earned the previous teaching service has standards for licensing a teacher that are similar to the standards for licensing a teacher in this State.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name State of Nevada Department of Education

Board/Agency Website https://doe.nv.gov/Educator_Licensure/

Statute/Regulation/Rule Citation N.R.S. 391.021

NAC 391.052

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Parental Involvement and Family Engagement (PIFE) course work requirement has changed from a provision to a renewal requirement and allows a licensee to take the course at any time prior to the renewal of a license.

You can view a list of approved courses on by going to the Nevada Department of Education Family Engagement Approved Courses page. We DO NOT accept any other courses which are not on the course matrix.

Special Education course work

Three (3) semester credits in a course of study regarding education or curricular adaptation for pupils with

disabilities. If you are applying for a Special Education license, an additional course is not required.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory New Hampshire

License Title Initial Certification, Elementary Education (K-6 or K-8)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework N.H. Code Admin. R. Ed 507.11

(a) To be certified as an elementary education teacher for grades K-6, the candidate shall:

- (1) Have at least a bachelor's degree;
- (2) Qualify for certification under one of the alternatives in Ed 505.01 - Ed 505.05; and
- (3) Complete the requirements in (c) below.

(b) To be certified as an elementary education teacher for grades K-8 the candidate shall:

- (1) Have at least a bachelor's degree;
- (2) Have a content concentration in English/language arts, mathematics, social studies or general science;
- (3) Have a passing middle school content Praxis II score in the given content area listed in (2);
- (4) Qualify for certification under one of the alternatives in Ed 505.01 - Ed 505.05; and
- (5) Complete the requirements in (c) below.

(c) A candidate for certification as an elementary education teacher for grades K-6 or K-8 shall have the following skills, competencies and knowledge developed through a combination of academic and supervised practical experiences in the following areas:

(1) In the area of curriculum and assessment, demonstrate the ability to promote student learning in:
a. Literacy and language arts across media, genres and content areas through knowledge and application of:

1. Five components of basic early literacy:

- (i) Phonemic awareness;
- (ii) Phonics;
- (iii) Fluency;
- (iv) Vocabulary; and
- (v) Comprehension;

2. Text complexity measures, qualitative, quantitative and reader and task, and other strategies to identify and select appropriate text;

3. The writing process to compose a variety of text types and structures including informational, opinion, research and narrative, in print and digital formats on and off-line;

4. Standard English and English language conventions to speaking and writing including:

- (i) Usage;
- (ii) Spelling;
- (iii) Grammar;
- (iv) Mechanics;
- (v) Syntax; and
- (vi) Semantics;

5. Speaking and listening skills through the use of effective communication, collaboration, and presentation skills demonstrated in diverse formats, for varied audiences and purposes;

6. Gross motor, fine motor and graphomotor skills and their relationship to reading, writing, handwriting and other literacy learning; and

7. Characteristics of the 3 tiers of words, every-day language, general academic words, and domain-specific words;

b. Mathematics across content areas through knowledge and application of:

1. Conceptual and procedural knowledge with:

- (i) Counting and cardinality;
- (ii) Operations and algebraic thinking;
- (iii) Number and operations;
- (iv) Measurement and data;
- (v) Geometry;
- (vi) Ratios and proportional relationships;

- (vii) Number systems;
- (viii) Expressions and equations; and
- (ix) Statistics and probability; and
- 2. Mathematical practices to include:
 - (i) Solving to mastery;
 - (ii) Abstract and quantitative reasoning;
 - (iii) Constructing arguments and critiquing student reasoning;
 - (iv) Modeling and strategic use of mathematical tools and manipulatives;
 - (v) Attention to precision;
 - (vi) Finding and making use of structure; and
 - (vii) Expressing regularity in repeated reasoning;
- c. Social studies through knowledge and application of:
 - 1. Basic concepts in the 5 strands of social studies:
 - (i) Civics;
 - (ii) Economics;
 - (iii) Geography;
 - (iv) NH, US and world history; and
 - (v) Contemporary issues;
 - 2. The 10 themes of social studies:
 - (i) Culture;
 - (ii) Time/continuity/change;
 - (iii) People/places/environments;
 - (iv) Individual development and identity;
 - (v) Individuals/groups/institutions;
 - (vi) Power/authority/governance;
 - (vii) Production/distribution/consumption;
 - (viii) Science/technology/society;
 - (ix) Global connections and civic ideals/practices; and
 - (x) Their interdisciplinary nature
- d. Science through knowledge and application of:
 - 1. Basic concepts, structure of knowledge, and history in the 4 domains of science:
 - (i) Earth and space science;
 - (ii) Life science;
 - (iii) Physical science; and
 - (iv) Engineering, technology and applications of science; and
 - 2. The scientific method through the use of the observation and inquiry processes; and
- e. Technology and information literacy through knowledge and application of:
 - 1. The ability to develop and use spreadsheets, data systems, analysis tools and statistical measures;
 - 2. Digital citizenship, ethics and internet safety; and
 - 3. How to use changing instructional technologies in daily instruction;
 - (2) In the area of communication and collaboration, demonstrate the ability to promote student learning through:
 - a. Knowledge of the roles, responsibilities, and interdependency of personnel indigenous to elementary schools; and
 - b. Application of technology as a tool to communicate with members of the professional community and parents; and
 - (3) In the area of integration across content areas, demonstrate the ability to promote student learning through knowledge and application of:
 - a. Visual arts, music, theatre, dance and media arts; and
 - b. Health, wellness and safety.

Supervised Experience (In-Program) Supervised practical experience

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name New Hampshire Department of Education

Board/Agency Website <https://www.education.nh.gov/who-we-are/division-of-educator-support-and->

[higher-education/bureau-of-credentialing](#)

Statute/Regulation/Rule Citation N.H. Rev. Stat. § 200-E:1

N.H. Code Admin. R. Ed 507.24

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory New Jersey

License Title Instructional Certificate of Eligibility, Elementary (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework From <https://nj.gov/education/license/endorsements/1001CE.pdf>

Degree Requirement

- A minimum of a bachelor's degree is required from a regionally accredited college/university.

Cumulative GPA Requirement

- New Jersey requires that candidates for certification achieve a cumulative GPA of at least 3.0 when a GPA of 4.00

equals an A grade for students graduating on or after September 1, 2016 (2.75 for those graduating before

September 1, 2016) in a baccalaureate degree program, higher degree program or a State-approved postbaccalaureate certification program with a minimum of 13 semester-hour credits.

- Please note that there are GPA Flexibility Rules where a high praxis score may offset a GPA that is lower than 3.0, but

higher than 2.75.

Subject Matter Preparation

- For certification as an elementary school teacher, completion of a major in the liberal arts, sciences, or a minimum of

60 liberal arts credits is required. A "Liberal arts major" means any college major such as philosophy, history, literature,

sociology, science, mathematics or world language that is intended primarily to provide general knowledge and to

develop an individual's general intellectual capacities to reason and evaluate, as opposed to professional or vocational

skills. The final determination as to which courses will be counted towards the subject matter is based on professional

and content standards found in the NJ Licensing Code. All credits must appear on a regionally accredited 2- or 4-

year college/university transcript.

Testing Requirements

- Praxis II Test Requirement

Official scores must be presented directly from Educational Testing Service to the NJ Department of Education. Only

official scores are accepted. The New Jersey Department of Education code (R7666) and your Social Security

number must appear on your test score report in order to be accepted. Please submit a copy of your test score

report if you have taken the appropriate exam.

- Basic Skills Assessment Requirement (choose one)

All candidates applying for their initial CE must pass a Commissioner-approved test of basic skills.

Scores must be

presented directly from Educational Testing Service to the NJ Department of Education. Only official scores are

accepted. The New Jersey Department of Education code (R7666) and your Social Security number must appear

on your test score report in order to be accepted. Please submit a copy of your test score report if you have

taken the appropriate exams.

OR

Score in the top one-third percentile on the SAT, ACT, or GRE for the year the test was taken. Official score reports

must be sent directly from the testing agency.

Physiology and Hygiene Requirement

• This requirement may be completed by choosing one of the following options:

- 1.) Present evidence of basic military training
- 2.) Complete a course such as biology, health or nutrition that appears on a regionally accredited 2 or 4-year college/university transcript

3.) Complete an online test. You must have a tracking number and an application on file to take this test. Once

completed, please email us at Licensing.Requests@doe.nj.gov stating that the test has been taken. You will need

to include your name and tracking number in the email.

N.J.A.C. 6A:9B-8.3

(a) Except as indicated in N.J.A.C. 6A:9B-8.8, 10, and 11, the candidate shall meet the following criteria to be eligible for a CE in instructional areas:

1. Hold a bachelor's or an advanced degree from a regionally accredited college or university;
2. Meet all minimum requirements in N.J.A.C. 6A:9B-5, including, but not limited to, citizenship, minimum age, and examination in physiology, hygiene, and substance abuse requirements;
3. Achieve a cumulative GPA of at least 3.00 when a GPA of 4.00 equals an A grade for candidates graduating on or after September 1, 2016, in a baccalaureate degree program, higher degree program or a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits.

i. Candidates whose college transcripts demonstrate completion of all requirements for graduation prior to September 1 in any year, but whose baccalaureate or higher degree was conferred between September 1 and December 31 of the same year, shall be deemed to have graduated prior to September 1 of the same year.

ii. If the candidate does not meet the 3.00 GPA requirement, he or she shall meet the exception criteria in (b) below;

4. Satisfy the endorsement requirements and exceptions pursuant to N.J.A.C. 6A:9B-9 through 11, including, but not limited to, passing the appropriate State test(s) of subject matter knowledge and completing the required subject-area course requirements;

5. After September 1, 2015, achieve a minimum score established by the Department on a Commissioner-approved test of basic reading, writing, and mathematics skills, except:

i. A candidate may demonstrate proficiency in the use of the English language and in mathematics by achieving a minimum score established by the Commissioner on the SAT, ACT, or GRE pursuant to (a)5i(1) below.

(1) The Department shall maintain on its website a list of qualifying minimum scores for each test, which shall be approximately equal to the top-third percentile score for all test takers in the year the respective test was taken, for each year such data is available.

(2) A candidate shall qualify for the exception at (a)5i above only if he or she achieves at least the minimum qualifying score posted pursuant to (a)5i(1) above; and

6. For candidates applying for a CE prior to academic year 2017-2018, demonstrate knowledge of basic pedagogical skills, including, but not limited to, classroom management, lesson planning, introduction to the NJSLs and Professional Standards for Teachers, and assessment of student progress as documented through successful completion of a minimum of 24 hours of study offered through a Department-authorized provider or through equivalent coursework documented on a transcript from a regionally accredited college or university.

(b) The following exceptions shall apply to the 3.00 GPA requirement in (a) above:

1. Candidates graduating before September 1, 2016, shall achieve a cumulative GPA of at least 2.75 when a GPA of 4.00 equals an A in a baccalaureate degree program, higher degree program, or a Commissioner-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits.

2. A candidate who graduates on or after September 1, 2016, with a GPA that is below 3.00, but at least 2.75 when a GPA of 4.00 equals an A grade, and whose score on the appropriate State test of

subject matter knowledge exceeds the passing score by 10 percent or more shall meet the requirements of (a)2 and 4 above.

i. Effective until September 1, 2016, a candidate with a GPA that is below 2.75, but at least 2.50 when a GPA of 4.00 equals an A grade, and whose score on the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more shall meet the requirements of (a)2 and 4 above.

ii. This alternative requirement to (a)2 and 4 above shall not be construed as a waiver under N.J.A.C. 6A:9B-4.12.

3. A candidate who graduates on or after September 1, 2016, may have a cumulative GPA lower than 3.00 but equal to or higher than a 2.75 if he or she is sponsored by a provisional training program prior to applying for a CE, so long as the candidate is employed when he or she participates in the CE educator preparation program. Candidates sponsored for the purpose of meeting the exception set forth in this paragraph shall make up no more than 10 percent of a CE educator preparation program's annual accepted candidates.

(c) A candidate who has graduated from a regionally accredited college or university that does not award grades and does not calculate GPAs shall be exempt from the requirements in (a)3 above.

1. Upon application, the candidate shall provide the Office with an original registrar's letter from the college or university bearing the college or university seal and clarifying the institution's policy regarding GPAs.

2. The candidate shall satisfy all other requirements for certification, without exception.

(d) The GPA requirements and their exceptions listed in (b) above shall apply to all relevant sections in N.J.A.C. 6A:9B-8 and 11.

(e) The candidate shall ensure official test scores are transmitted to the Office from the test vendor.

(f) A candidate who meets all requirements in N.J.A.C. 6A:9B-8.2(a)1 through 5 but did not take a state-approved performance assessment because it was not required for educator preparation program completion and/or for certification in an out-of-State program attended pursuant to N.J.A.C. 6A:9B-8.2(b) shall be issued a CE. The candidate shall meet all requirements for provisional and standard certification pursuant to N.J.A.C. 6A:9B-8.4 and 8.7, respectively, but shall be exempt from:

1. CE certification requirements pursuant to (a) above;

2. The provisional certification requirement to be enrolled in a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.4(a)4;

3. The renewal of provisional certification requirement to be enrolled in or to have completed a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.5(b)4; and

4. The standard certification requirement to complete a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.7(a)4ii.

Supervised Experience (In-Program) Supervised clinical practice

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name State of New Jersey Department of Education

Board/Agency Website <https://www.nj.gov/education/license/>

Statute/Regulation/Rule Citation N.J.S.A. 18A:26-2a

N.J.A.C. 6A:9B-8.8

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Physiology and Hygiene Requirement • This requirement may be completed by choosing one of the following options: 1.) Present evidence of basic military training 2.) Complete a course such as biology, health or nutrition that appears on a regionally accredited 2 or 4- year college/university transcript 3.) Complete an online test. You must have a tracking number and an application on file to take this test. Once completed, please email us at Licensing.Requests@doe.nj.gov stating that the test has been taken. You will need to include your name and tracking number in the email.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory New Mexico

License Title Elementary Teaching License (K-8)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework N. M. S. A. 1978, § 22-10A-6

A. The department shall require a person seeking licensure or reciprocity in elementary, special, early childhood or secondary education to have completed the following minimum requirements in the college of arts and sciences:

- (1) nine semester hours in communication;
- (2) six semester hours in mathematics;
- (3) eight semester hours in laboratory science;
- (4) nine semester hours in social and behavioral science; and
- (5) nine semester hours in humanities and fine arts.

B. In addition to the requirements specified in Subsections A and C of this section, the department shall require that a person seeking standard or alternative elementary licensure shall have completed six hours of reading courses, and a person seeking standard or alternative secondary licensure shall have completed three hours of reading courses in subject matter content. The department shall establish requirements that provide a reasonable period of time to comply with the provisions of this subsection.

C. Except for licensure by reciprocity, the department shall require, prior to initial licensure, no less than sixteen weeks of student teaching, a portion of which shall occur in the first thirty credit hours taken in the college of education and shall be under the direct supervision of a teacher and a portion of which shall occur in the student's senior year with the student teacher being directly responsible for the classroom.

D. Nothing in this section shall preclude the department from establishing or accepting equivalent requirements for purposes of reciprocal licensure or minimum requirements for alternative licensure.

N.M. Admin. Code 6.60.4.8

A. Persons seeking a reciprocal level 1 license for elementary k-8, early childhood birth-grade 3, secondary or secondary vocational technical 7-12, middle level 5-9, special education pre K-12, or grade pre K-12 specialty area, or grade pre K-12 blind and visually impaired, through reciprocity, shall meet the following requirements:

- (1) hold a bachelor's degree or higher degree from a regionally accredited or PED approved college or university; and
- (2) hold and provide a copy of at least one current valid teaching license issued by a state education agency, including PED or department of defense dependent schools or foreign country that is comparable to the license they are seeking; and
- (3) have completed a standard or alternative teacher preparation program approved in another state or accepted by the PED; and
- (4) provide copies of test scores for exams that were required to receive the license; and
- (5) if applying for:
 - (a) early childhood birth-grade 3 or k-8 elementary licensure, provide evidence of having passed a content knowledge or professional knowledge test on the basic early childhood or elementary school curriculum and on any additional core academic endorsement areas or have completed 24 lower or upper division credit hours across the elementary education core academic subjects of language arts, social studies, mathematics, and science with at least six credit hours in each core area;
 - (b) secondary or secondary vocational and technical 7-12, middle level 5-9, or grades pre K-12 specialty area licensure in the core academic areas, provide evidence of having passed a content knowledge test in each of the core academic subjects in which the applicant seeks licensure or having completed an academic major, a graduate degree, or coursework equivalent to an academic major in each of the core academic subjects in which the applicant seeks licensure;
 - (c) licensure in non-core academic subjects, special education pre K-12, or blind and visually impaired pre K-12 licensure, have, on a form acceptable to the PED, provided evidence of having

satisfactorily taught under their out of state license or licenses or have passed the applicable New Mexico teacher assessment (“NMTA”) and
(6) have, on a form acceptable to the professional licensure bureau (“PLB”) of the PED, provided evidence of having satisfactorily taught in any state or foreign country or combination of other states or countries other than New Mexico for fewer than three (3) full school years at any time preceding their application for licensure while holding at least one standard out-of-state or New Mexico teaching license or foreign country authorization to teach or combination of any of the aforementioned licenses or authorizations, and
(7) submit to and satisfactorily clear a fingerprint-based background check pursuant to Section 22-10A-5, NMSA 1978."

Supervised Experience (In-Program) No less than sixteen weeks of student teaching
§ 22-10A-6. Educational requirements for licensure

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name New Mexico Public Education Department

Board/Agency Website <https://webnew.ped.state.nm.us/bureaus/licensure/>

Statute/Regulation/Rule Citation N.M. Admin. Code 6.60.4.8

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 11/8/2023

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory New York

License Title Conditional Initial (1 year) (if hold out-of-state license, edTPA not required) or Initial, Childhood Education (1-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

8 NYCRR 80-5.8

(b) Recognition of substantially equivalent teacher education programs for service as a teacher in the classroom teaching service.

(1) The commissioner may recognize and issue an initial certificate to an out-of-state candidate who completes a teacher education program at an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or a higher education institution that the commissioner deems substantially equivalent from another state or territory of the United States or the District of Columbia that leads to certification in the title and type of certificate sought, or similar certificate title and type, in the jurisdiction where the higher education institution is located if the candidate also meets the following requirements:

(i) General Requirements. The candidate shall meet the general requirements for certificates prescribed in Subpart 80-1 of this Part, including but not limited to the requirements of section 80-1.3 relating to citizenship, section 80-1.4 relating to study in child abuse identification and reporting, and school violence prevention and intervention; section 80-1.13 relating to coursework or training in harassment, bullying and discrimination prevention and intervention; and section 80-1.1 relating to a criminal history check.

(ii) Degree. The candidate holds a baccalaureate or higher degree from a institution that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or a higher education institution that the commissioner deems substantially equivalent. Candidates shall have achieved a 2.5 cumulative grade point average, or its equivalent, in the program leading to the degree.

(iii) Examination. The candidate shall receive a satisfactory passing score on all examinations required for the title and type of certificate sought in this State.

(2) A candidate who meets the requirements for recognition of an out-of-state teacher education program in paragraph (1) of this subdivision shall be issued an initial certificate as a teacher in the classroom teaching service pursuant to the requirements of this Part.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name New York Office of Teaching Initiatives

Board/Agency Website <http://www.highered.nysed.gov/tcert/>

Statute/Regulation/Rule Citation 8 NYCRR 80-5.8

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 8 NYCRR 80-1.4

All candidates for a certificate or license valid for administrative or supervisory service, classroom teaching service or school service shall have completed at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment in accordance with the requirements of sections 3003(4) and 3004 of the Education Law. In addition, all candidates for a certificate or license valid for administrative or supervisory service, classroom teaching service or school service, who apply for a certificate or license on or after February 2, 2001, shall have completed at least two clock hours of coursework or training in school violence prevention and intervention, as required by section 3004 of the Education Law, which is provided by a registered program leading to certification pursuant to section 52.21 of this Title or other approved provider pursuant to Subpart 57-2 of this Title.

Experience (After Graduating/Outside of Program) None found
Exam(s) Required New York
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory North Carolina
License Title Initial Professional Educator License, Elementary (K-6)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? No
Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

§ 115C-270.25. Out-of-state license applicants
The State Board of Education shall grant a CPL to a teacher licensed in another state with substantially similar licensure requirements who has at least three years of teaching experience and is in good standing with the other state.
Supervised Experience (In-Program) None found
Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name North Carolina Department of Public Instruction
Board/Agency Website <https://www.dpi.nc.gov/educators/educators-licensure>
Statute/Regulation/Rule Citation N.C.G.S.A. § 115C-270.25
16 NCAC 6C.0303
Must Out-of-State Program Graduate Hold License to Qualify? Yes
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program) None found
Exam(s) Required Praxis
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory North Dakota

License Title Other State Educator License (OSEL) (if hold license in other state) OR Initial Out-of-State Reciprocal License (if not licensed in other state), Elementary Education (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Non-licensed out-of-state graduates must meet ND standards.

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

<https://www.nd.gov/espb/licensure/license-information/license-faqs>

Q: How do I get a ND teaching license if I earned a degree in education outside of ND?

A: We encourage anyone who completed teaching degree outside of ND to get a teaching license in the state where your degree was earned. This would enable you to then apply for an Other State Educator License (OSEL) and not have to meet ND standards (as you met the standards in the state the degree was earned.) If you are not able to get a teaching license in the state your degree was earned, then you will need to apply for an Out of State Reciprocal License and you will need to meet ND standards. A license can be issued and you could have up to 4 years to meet ND requirements. .

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name North Dakota Education Standards and Practices Board

Board/Agency Website <https://www.nd.gov/espb/licensure>

Statute/Regulation/Rule Citation NDAC 67.1-02-06-01

NDAC 67.1-02-06-03

Must Out-of-State Program Graduate Hold License to Qualify? No - applicants who graduated from an out-of-state program are encouraged to obtain license in their school's state, but not required. Non-licensed out-of-state graduates must meet ND standards. See

<https://www.nd.gov/espb/licensure/license-information/license-faqs>

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Senate Bill 2048 mandates a mental health competency course for all initial licenses. Those graduating from a ND institution have this built into their preparation program. If you graduated outside of ND and have not met this requirement, it may be met by completing mental health professional development provided by a school district or other mental health agency. The requirement may also be met by completing a course in youth mental health offered through UND.

After completing this course please submit a letter from the school district documenting the professional development or an unofficial transcript from UND.

NDAC 67.1-02-02-07

Coursework in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners (e.g., universal design for learning, response to intervention, early intervention, positive behavior interventions and supports) is required.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Northern Mariana Islands
License Title Initial Educator, Basic I
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? No
Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name Commonwealth of the Northern Mariana Islands State Board of Education
Board/Agency Website <https://www.cnmipss.org/state-boe-certification>
Statute/Regulation/Rule Citation Not available
Must Out-of-State Program Graduate Hold License to Qualify? No
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) To advance to Basic II need:
Multicultural Education/Teaching Linguistically Diverse Students
Teaching Reading
Inclusive Practice for Students with Learning Disability
Instructional Strategies/Classroom Management
Internship or Mentoring Program
Computer Technology

To advance to Standard certificate need:
Secondary Education Endorsement (for Junior and Senior High School Teachers)

Instructional Technology
NMI History/Pacific Institute
Reading Diagnostic
Tests and Measurements
Methods in Content Area
Three (3) Courses in Content Area (9 credits)
Experience (After Graduating/Outside of Program)
Exam(s) Required None found
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Ohio

License Title One Year Out-of-State (if employed by OH school and need to complete Reading Coursework) or Two Year Resident Educator, Primary Childhood (PreK-5)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

3302-24-18 Resident educator license

(A) The two year resident educator license shall be issued in the areas specified in paragraph (D) of this rule and shall require the license holder to successfully complete the Ohio resident educator program in order to qualify for the professional educator license in the same area(s). The resident educator license shall be issued to an individual who holds a bachelor's degree from an accredited institution of higher education, who has successfully completed an approved program of teacher preparation, who is deemed to be of good moral character, who has successfully completed an examination prescribed by the state board of education, who has demonstrated skill in integrating educational technology in the instruction of children, who is prepared to implement evidence-based instructional strategies addressing individual learner differences and employ practices that address the diversity of students' cultures, language origins, and communities, who has been recommended by the dean or head of teacher education at an institution approved to prepare teachers, and who has completed:

(1) A minimum of twelve semester hours in the teaching of reading, as required in section 3319.24 of the Revised Code, including at least one separate three semester hour course in the teaching of phonics, and coursework on knowledge and beliefs about reading; knowledge base; individual differences; reading difficulties; creating a literate environment; word identification, vocabulary, and spelling; comprehension; study strategies; writing; assessment; communicating information about reading; curriculum development; professional development; research; supervision of paraprofessionals; and professionalism for the early childhood resident educator license, the middle childhood resident educator license, the intervention specialist resident educator license; and the early childhood intervention specialist resident educator license; and

(2) A minimum of three semester hours on the teaching of reading in the content area that includes instruction in organizing instruction, use of protocols for oral language development, strategies for word skill development, strategies for reading comprehension, and assessment strategies for instructional purposes for the multi-age resident educator license, the adolescence to young adult resident educator license, and the career-technical resident educator license.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Ohio Department of Education

Board/Agency Website <https://education.ohio.gov/Topics/Teaching/Licensure>

Statute/Regulation/Rule Citation OAC 3301-24-05

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) From website:

<https://education.ohio.gov/Topics/Teaching/Licensure/Out-of-State-Licensure>

Candidates seeking an Early Childhood (grades PreK-3), Primary Childhood (grades PreK-5), Middle Childhood (grades 4-9), or any Intervention Specialist license (including multi-age, PreK-3 and PreK-5) in Ohio, must successfully complete teaching of reading coursework through an accredited college or university (coursework must be reflected on an official transcript from that institution). This coursework includes:

Nine semester hours in the teaching of reading, and

A three-semester hour course in the teaching of phonics (in the context of reading, writing and spelling).

Candidates must have completed at least six of the required 12 semester hours of reading and phonics coursework to be issued a standard teaching license in Ohio. The remaining coursework requirements will be listed as a limitation on their license. License holders must complete the remaining coursework requirements before they may advance or renew their license.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Ohio

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Oklahoma

License Title Elementary School Certificate (1-8)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

<https://sde.ok.gov/traditional-path-oklahoma-teacher-certification#otherstate>

If you have completed an approved program from another state and did not get certified in that area, please have this form filled out by the proper officials. If Oklahoma has a comparable certification area you may be able to obtain the equivalent Oklahoma certification area by passing the appropriate Oklahoma examination(s).

210:20-9-91. Application for new certificates:

(2) Graduates of out-of-state colleges and universities. The application process for graduates of out-of-state colleges and universities is as follows:

(A) The applicant will submit the following items to the State Department of Education as part of the application process:

(i) the completed application form

(ii) official up-to-date transcripts of all college course work

(iii) documentation the applicant has completed an accredited teacher preparation program

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Oklahoma State Department of Education

Board/Agency Website <https://sde.ok.gov/teacher-certification>

Statute/Regulation/Rule Citation 70 Okl.St. Ann. § 6-190

Okla. Admin. Code 210:20-9-91

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Oklahoma

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Oregon

License Title Preliminary Teaching or Reciprocal Teaching (if OR exam requirements are not fulfilled), Elementary-

Multiple Subjects (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate where program is approved meet educational requirements.

584-210-0060. Reciprocal Teaching License

(4) Out-of-State teacher preparation program completers: If an applicant completes a teacher preparation program in another state, the applicant must first obtain a valid and active non-provisional teaching license in that state or another NASDTEC jurisdiction in order to qualify for the Oregon Reciprocal Teaching License.

<https://www.oregon.gov/tspc/LIC/Documents/Reciprocal%20Teaching%20License%20.pdf>

The Reciprocal Teaching License is issued to teachers who have completed an educator preparation program and hold an active and valid non-provisional teaching license from another state. The purpose of the Reciprocal Teaching License is to allow an out-of-state licensed teacher to transition into the Oregon licensure system based on the credentials they earned in the other jurisdiction while they work on any missing Oregon requirements. At the end of the one-year Reciprocal term, the teacher must meet the requirements of the Oregon Preliminary Teaching License or another non-provisional Oregon license. The Reciprocal Teaching License is valid for full-time teaching and substitute teaching.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Oregon Teacher Standards and Practices Commission

Board/Agency Website <https://www.oregon.gov/tspc/Pages/index.aspx>

Statute/Regulation/Rule Citation O.R.S. § 342.125

OAR 584-200-0080

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Oregon

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Pennsylvania

License Title Instructional Certificate (PreK through 4)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No, if state/territory is party to the NASDTEC Interstate Agreement

Specific Coursework Out-of-state approved teacher preparation program graduates from NASDTEC states meet educational requirements.

<https://www.education.pa.gov/Educators/Certification/OutOfState/Pages/Completed-Approved-Preparation-Program-Outside-of-Pennsylvania.aspx>

Completed Approved Preparation Program Outside of PA

Verify that your state is part of the National Association Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement [Opens In A New Window](#). If your state is not a party to the NASDTEC Interstate Agreement, your certification program will be evaluated against PA certification program guidelines.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Pennsylvania Department of Education

Board/Agency Website <https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

Statute/Regulation/Rule Citation 24 P.S. § 12-1202

24 P.S. § 12-1206

Must Out-of-State Program Graduate Hold License to Qualify? No, if state/territory is party to the NASDTEC Interstate Agreement

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Puerto Rico
License Title Teacher Certificate, Elementary (K-6)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? No
Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.
§ 264 Certification of teachers-General qualifications of candidates
Supervised Experience (In-Program) None found
Member of Compact or Reciprocity Agreement? No
Board/Agency Name Puerto Rico Department of Education
Board/Agency Website <https://de.pr.gov/>
Statute/Regulation/Rule Citation 18 L.P.R.A. § 260
18 L.P.R.A. § 273
P.R. Regs. DE Reg. 7643
Must Out-of-State Program Graduate Hold License to Qualify? No
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program) None found
Exam(s) Required None found
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Republic of Palau
License Title None found
Specialized Accreditation Required? N/A
Specialized Accreditation Accepted as Meeting Educational Requirements? N/A
Curriculum Comparison Needed? N/A
Specific Coursework N/A
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name Republic of Palau Ministry of Education Division of Instructional Implementation and Teacher Training
Board/Agency Website <http://moe.epsolutions.pw/>
Statute/Regulation/Rule Citation N/A
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? N/A
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program) N/A
Exam(s) Required N/A
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Republic of the Marshall Islands
License Title None found
Specialized Accreditation Required? N/A
Specialized Accreditation Accepted as Meeting Educational Requirements? N/A
Curriculum Comparison Needed? N/A
Specific Coursework N/A
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name Marshall Islands Public School System
Board/Agency Website <https://pss.edu.mh/>
Statute/Regulation/Rule Citation N/A
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? N/A
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program) N/A
Exam(s) Required N/A
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Rhode Island

License Title Initial Certificate, Elementary (1-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

20-20-1.7. Initial Routes to Full Certification

A. Prospective Educators earn full certification through:...

2. Reciprocity based on completion of an approved educator preparation program in another state within the last five (5) years or holding comparable certification in another state;

<https://ride.ri.gov/teachers-administrators/educator-certification/how-get-certified>:

Reciprocity allows individuals who completed a state-approved out-of-state preparation program or who hold valid full out-of-state certificates to pursue RI certification where similar certificate areas exist. Preparation programs must lead to comparable RI certificates. Individuals pursuing this pathway should review the testing requirements.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Rhode Island Department of Education

Board/Agency Website <https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>

Statute/Regulation/Rule Citation Gen.Laws 1956, § 16-11-5

200-RICR- 20-20-1.9

200-RICR- 20-20-1.7

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory South Carolina

License Title Initial Educator Certificate, Elementary Education (2-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

<https://ed.sc.gov/educators/teaching-in-south-carolina/program/>

Educators that have completed a traditional, approved preparation program through a regionally accredited institution of higher education (IHE) may apply for an Initial certificate through completion of South Carolina's required content knowledge and pedagogy knowledge assessments. In order for an educator preparation program to be used to obtain a first time certificate or to add a field to an existing certificate, the program must:

Be completed at a regionally accredited Institution of Higher Education (IHE);

Be approved either by that state's licensing authority or by NCATE/CAEP;

Be approved for certification by the Department of Education in the state in which the program provider is located; and

Include a sufficient student teaching or internship component.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name South Carolina Department of Education

Board/Agency Website <https://ed.sc.gov/educators/certification/>

Statute/Regulation/Rule Citation Code 1976 § 59-25-115

S.C. Code of Regulations R. 43-51

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory South Dakota

License Title Teacher, Elementary (K-8)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

24:28:16:01. Eligibility for reciprocity based on completion of approved program

The secretary may issue an educator certificate to the applicant for reciprocal certification who has:

- (1) Completed a program approved for educator certification that included student teaching, field experience, or an internship;
- (2) Received a teacher, administrator, or educator specialist license or certificate in another U.S. state or territory that is equivalent to an educator certificate issued by the secretary, meets all of the requirements of that state for full certification, and is not a temporary, emergency, substitute, or provisional certificate; and
- (3) Provided verification from the licensing state that there are no prior or pending disciplinary actions against the applicant for actual or alleged ethics violations.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? No

Board/Agency Name South Dakota Department of Education

Board/Agency Website <https://doe.sd.gov/certification/>

Statute/Regulation/Rule Citation ARSD 24:28:06:09

SDCL § 13-42-1.2

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) South Dakota Indian Studies (SDIS) Course.

If you are a teacher and/or administrator and have not completed and approved SD Indian Studies course, you may be issued a one-year provisional certificate.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Tennessee

License Title Practitioner License, Elementary Education (K-5)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates from a state that is a partner in the NASDTEC Interstate agreement meet educational requirements

0520-02-03-.03 REQUIREMENTS FOR TEACHER LICENSES.

(2) Prospective educators from a state other than Tennessee that is a partner in the NASDTEC interstate agreement and who are seeking a practitioner teacher license shall meet the requirements of one (1) of the following pathways:

(a) Out-of-State Pathway 1. The out-of-state prospective educator:

1. Holds a bachelor's degree from a regionally accredited college or university;
2. Has completed an educator preparation program approved by a state other than Tennessee;
3. Is recommended by the approved educator preparation provider; and
4. Submits qualifying scores on all required assessments as defined in the Professional Assessments for Tennessee Educators Policy.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Tennessee Department of Education

Board/Agency Website <https://www.tn.gov/education/educators/licensing.html>

Statute/Regulation/Rule Citation T. C. A. § 49-5-101

Tenn. Comp. R. & Regs. 0520-02-03-.03

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Texas

License Title Out-of-State One Year Certificate (to complete exams) or Standard Certificate (if exams satisfied), Core Subjects with STR (EC-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

<https://tea.texas.gov/texas-educators/certification/out-of-state-certification/out-of-state-certified-educators>

6. What if I have a master's or doctorate degree, or completed an out-of-state program, but do not have a teaching certificate?

Without a standard teaching certificate, you are not eligible for a review of credentials. We do not review transcripts, degree level or completion of program coursework. You will be required to go through a Texas Educator Preparation Program.

Sec. 21.052. Certification of Educators from Outside the State.

(a)The board may issue a certificate to an educator who applies for a certificate and:

(1)holds:

(A)a degree issued by an institution accredited by a regional accrediting agency or group that is recognized by a nationally recognized accreditation board; or

(B)a degree issued by an institution located in a foreign country, if the degree is equivalent to a degree described by Paragraph (A);

(2)holds an appropriate certificate or other credential issued by another state or country; and

(3)performs satisfactorily on:

(A)the examination prescribed under Section 21.048; or

(B)if the educator holds a certificate or other credential issued by another state or country, an examination similar to and at least as rigorous as that described by Paragraph (A) administered to the educator under the authority of that state.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Texas Education Agency

Board/Agency Website <https://tea.texas.gov/texas-educators/certification>

Statute/Regulation/Rule Citation V.T.C.A., Education Code § 21.040

19 TAC § 230.111

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Texas

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory U.S. Virgin Islands

License Title Standard Certificate, Elementary (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework How to Qualify for Certification

For initial certification in the U.S. Virgin Islands, all candidates must:

Earn a baccalaureate degree.

Submit appropriate applications.

Submit official transcripts from all accredited institutions.

Demonstrate proof of U.S. citizenship, permanent residency or other approved work status.

Complete a course in U.S. Virgin Islands history within the first year of employment.

Pass the Praxis® tests for their certification area.

According to the U.S. Virgin Island's Board of Education's Certification document, there are also general course requirements for any person who would like to teach in the U.S. Virgin Islands. Elementary school teachers need 36 education credits, and secondary school teachers need 26 education credits.

The areas are:

1. Foundations of Education. (This group includes areas such as philosophy of Education, school effectiveness, history of education, and comparative education);
2. Educational Psychology (This group includes such areas as growth and development of children from birth through life span, psychology of learning, child-adolescent psychology and mental hygiene);
3. Curriculum and Methods (This group includes a minimum of [18 for elementary, 8 for secondary] semester hours of credit in teaching language arts, reading, mathematics, fine arts, science, social studies, and effective teaching skills, classroom management, measurement and evaluation);
4. Educational Technology;
5. Special Education;
6. Student Teaching (supervised observation, participation and full-time responsible teaching in an elementary school, totaling at least 6 but not more than 12 semester hours of credit). Teachers who have taught in the Virgin Islands public school system with satisfactory or better evaluations for five consecutive years do not have to complete a student teaching course. This applies only to teachers hired in 1997 or before.

All teachers must have a minimum of a Bachelor's Degree, and secondary school teacher applicants must possess a minimum of a college major and/or 30 credits in a content area. Secondary school applicants with less than 30 credits in their content area, but more than 15 credits in that area, can take the Praxis II exam in that subject area to show content area competency.

Supervised Experience (In-Program) Student Teaching (supervised observation, participation and full-time responsible teaching in an elementary school, totaling at least 6 but not more than 12 semester hours of credit)

Member of Compact or Reciprocity Agreement? No

Board/Agency Name U.S. Virgin Islands Department of Education

Board/Agency Website <https://www.vide.vi/>

Statute/Regulation/Rule Citation 17 V.I.C. § 122

17 V.I. R. & Regs. § 121-1

Must Out-of-State Program Graduate Hold License to Qualify? No
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) Complete a course in U.S. Virgin Islands history within the first year of employment.
Experience (After Graduating/Outside of Program) None found
Exam(s) Required Praxis
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Utah

License Title Professional License, Elementary (K-6 or 1-8)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

<https://www.schools.utah.gov/licensing/pathways> (see pathways to a Utah Educator)

Please note that university-based education preparation programs completed through universities outside of Utah will require that the individual obtain their license in state where the university resides, then apply to Utah through the License Equivalency Review (LER).

R277-301-5. Professional Educator License Requirements.

(1)The Superintendent shall issue a professional educator license to an individual that applies for the license and meets all requirements in this Section R277-301-5.

(2)A professional educator license, license area, or endorsement is valid until June 30 of the fifth school year after the Superintendent issues or renews the license.

(3)The general requirements for a professional educator license shall include:

(a)all general requirements for an associate educator license under Subsection R277-301-5(4);

(b)completion of:

(i)a bachelor's degree or higher from an accredited institution; or

(ii)skill certification in a specific CTE area as established by the Superintendent;

(c)for an individual with an early childhood, elementary, or special education license area of concentration, completion of a literacy preparation assessment;

(d)for an individual with a pre-school special education license area of concentration, demonstration of emergent literacy competencies, as defined by the Superintendent; and

(e)one of the following:

(i)a recommendation from a Board-approved educator preparation program; or

(ii)a standard educator license in the area issued by a licensing jurisdiction outside of Utah that is currently valid or is renewable consistent with Section 53E-6-307.

U.A.C. R277-301-5

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Utah State Board of Education

Board/Agency Website <https://www.schools.utah.gov/licensing>

Statute/Regulation/Rule Citation U.C.A. 1953 § 53E-6-301

U.A.C. R277-301-6

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Vermont

License Title Professional Educator License, Elementary Education (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes, if graduate does not first earn out-of-state license

Specific Coursework From website FAQ

<https://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-faq-interstate-agreement.pdf>

As of 9/1/15, an educator with a non-conditional/non-expired out of state professional educator license, from a state that has signed the Interstate NASDTEC agreement, will be eligible for initial licensure in VT to match the same/equivalent endorsement from the other state. Having an out of state professional educator license from a state that has signed the Interstate NASDTEC agreement would exempt an applicant from the testing requirement for the endorsement on the out of state license.

Vt. Admin. Code 7-1-13:5320

5321 An applicant who is not licensed and has successfully completed an Educator preparation program approved by a nationally recognized accrediting body in a state which has signed the NASDTEC Interstate Agreement will be considered for licensure as if they had completed an approved Educator preparation program in Vermont. Applicants will be subject to the same requirements for initial licensees awarded in Vermont including testing, criminal background checks, and affirmations. The applicant shall meet requirements for updated knowledge and skills when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure.

5323 An applicant for licensure or an endorsement in Vermont who holds a professional license in another state which has signed the NASDTEC Interstate Agreement, holds the degree required for the endorsement, and meets the specified Jurisdiction Specific Requirements shall be issued a Level I Professional Educator License with a comparable endorsement(s). Educators already holding a Vermont Professional Educator License will have the endorsement added to a Level I Professional Educator License regardless of the license held.

Vt. Admin. Code 7-1-13:5440

5440-00 Elementary Education

(Revised March 2013, Reviewed June 2018 to revise the instructional range)

The holder is authorized to teach grades K-6. Upon the request of a Superintendent the VSBPE or office can extend the instructional range and issue a K-8 restricted license for a particular location if the individual is working in a PK/K-8 school.

The candidate shall demonstrate the following knowledge and performance standards for four major content areas of the elementary curriculum in conjunction with the Vermont Core Teaching Standards. This requires elementary teachers to develop and implement appropriate instruction so that all students have access to a high-quality curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential. This also requires teachers to hold themselves and their colleagues accountable for the success of every student and for their personal and collective professional growth toward effective teaching and learning. In order to qualify for this endorsement, teachers must show evidence of the following:

1. English Language Arts Knowledge Standards

1.1. The Educator demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective instruction, as reflected in the standards approved by the State Board of Education for students. Specifically, the Educator understands:

1.1.1. Foundational Skills

- The developmental progression of print concepts phonological and phonemic awareness fluency phonics and word recognition
- The factors that influence fluency

- The developmental stages of spelling and morphological awareness
 - 1.1.2. Development of Oral Language and Literacy
 - The development of emergent and early literacy processes principles and dimensions of oral language and stages of second language acquisition
 - The impact of physical emotional and cultural factors on language development and acquisition of reading and writing the relationship between oral language development and literacy development
 - 1.1.3. Literature, Informational Text, and Media
 - The quantitative and qualitative dimensions used to measure text complexity levels
 - Text structures genre features and critical reading strategies for text analysis
 - Techniques for incorporating fine and performing arts as expressions of human emotion culture communication and as vehicles for enhancing learning opportunities across the curriculum
 - 1.1.4. Speaking and Listening
 - The elements of effective verbal and non-verbal communication in a variety of settings for a variety of purposes including grammar and usage point of view reasoning and effective use of evidence and rhetoric
 - 1.1.5. Vocabulary Development
 - The purposes of language and approaches to analyzing language
 - Vocabulary development and its relationship to literacy acquisition
 - Knowledge of the distinction between general academic and domain specific vocabulary
 - Strategies to determine word meaning (i.e. contextual and morphological analysis)
 - 1.1.6. Reading Comprehension
 - Reading as the process of constructing meaning through interactions with text factors that influence comprehension
 - Typical elements and features of literature and informational texts and how readers' awareness of these features supports comprehension
 - Cognitive and metacognitive strategies and instructional approaches for supporting reading comprehension
 - 1.1.7. Written Expression
 - Writing as symbolic representation; the stages of early writing development; the writing process including appropriate planning organization and style for task purpose and audience
 - The characteristics of quality writing and types of writing including but not limited to narratives informational text and arguments focused on domain specific content
 - The conventions of written English (i.e., grammar, usage, mechanics, punctuation, and spelling)
- Methods for conducting research to build and present knowledge the process of citing evidence from multiple sources
- ## 2. English Language Arts Performance Standards
- ### 2.1. The Educator implements a language arts curriculum that is responsive to the individual needs of students by designing interdisciplinary instruction that provides students with the communication skills necessary to understand and influence their own lives and to learn about the world. Specifically, the Educator:
- #### 2.1.1. Foundational Skills
- Uses a variety of explicit and interactive approaches to assess and teach foundational skills including concepts of print phonological awareness fluency phonics and word recognition
 - Uses instructional strategies to help students apply skills in authentic reading and writing tasks
- #### 2.1.2. Development of Oral Language and Literacy
- Uses active instructional strategies to promote various dimensions of oral language development
 - Facilitates conversation and collaboration
- #### 2.1.3. Literature, Informational Text, and Media
- Uses a wide variety of fiction and non-fiction textual materials including student self-selected material to increase students' motivation to read independently for information pleasure and personal growth
 - Purposefully select a wide variety of quality developmentally and instructionally appropriate texts across genres eras perspectives and cultures
 - Selects and reads quality literature and informational text aloud and applies critical thinking skills and tools of analysis to facilitate discussions of central themes and ideas

- Integrates visual information and technology with authentic reading writing speaking and listening tasks
- Teaches students how to identify and analyze the credibility of print and non-print communications
- 2.1.4. Speaking and Listening
 - Models and teaches the elements of effective verbal and non-verbal communication;
 - Models and facilitates active listening conversations and collaborations
 - Models effective methods of discourse
- 2.1.5. Vocabulary Development
 - Employs effective instructional strategies for the development of general academic and domain specific vocabulary to improve the quality of comprehension and communication
- 2.1.6. Reading Comprehension
 - Provides explicit instruction in how to use cognitive and metacognitive reading strategies flexibly to understand analyze and interpret a variety of texts
 - Provides opportunities for students to cite evidence from text to support conclusions when responding to literature and informational text orally and in writing
 - Models how to interpret author's purpose craft point of view and rhetoric
 - Provide opportunities to distinguish fact opinion and reasoned judgment in a text;
 - Encourages students to makes connections between reading writing and literacy across content areas
- 2.1.7. Written Expression
 - Provides opportunities that are developmentally appropriate for writers to learn that print carries meaning to practice writing with purposefully and to apply sound-symbol relations in written tasks
 - Promotes high quality writing using a variety of instructional strategies and topics to teach structures and composition
 - Uses exemplars as instructional models for all types of composition (i.e. creative/narrative informational/expository and opinion/ argumentative)
 - Models and teaches appropriate conventions of English
 - Implements strategies to build fluency accuracy and automaticity in written communication
 - Models methods of conducting short and sustained research to build and present knowledge
 - Employs a range of instructional approaches to support writing across the content areas
 - Employs instruction in proper letter formation.
- 3. Social Studies Knowledge Standards
 - 3.1. The Educator demonstrates knowledge of the historical and social science content, concepts, and skills of history, government, geography, and economics, as reflected in the standards approved by the State Board of Education for students. Specifically, the Educator understands concepts and processes related to the four core disciplines within social studies and social studies inquiry, including skills related to
 - Developing questions and planning inquiries
 - Applying disciplinary concepts and tools
 - Evaluating sources and using evidence including data
 - Communicating conclusions
 - Civic engagement
 - 3.1.1. History
 - Major developments and significant events and perspectives in U.S. and regional history and how they are relevant to life in the twenty-first century
 - Major eras events and perspectives in the development of world civilization
 - 3.1.2. Civics
 - Major concepts and processes of local and national government including features and concepts of the social contract citizenship and civic responsibility in a democratic society and how to engage in the government process and advocate for a particular cause that benefits society
 - 3.1.3. Geography
 - Major features and processes of cultural and physical geography including physical and human environmental interactions
 - Map reading and creation
 - Human population trends migrations

- How people of different cultural backgrounds interact with their environment family neighborhoods and communities
- Current events
- Global interconnections

3.1.4. Economics

- Basic principles of economic decision-making the local national and global economy and how they relate to historical and contemporary issues

4. Social Studies Performance Standards

4.1. The Educator implements history and social sciences curriculum by designing interdisciplinary units of instruction that integrate social studies skills and content and enables development of the habits of mind that support inquiry within social studies specifically the Educator

4.1.1. Models how historians, geographers, and other social scientists view research analyze and interpret the world

4.1.2. Incorporates instructional activities that enable students to make connections among themselves their classroom their community their environment and the larger world by sharing and experiencing community-based service by exploring content and texts that represent the varied perspectives of people currently and historically by participating in the arts and by reading informational texts

4.1.3. Recognizes common historical preconceptions

- Predicts and seeks out likely student misconceptions
- Proactively plans to address and correct those misconceptions

4.1.4. Provides opportunities for students to

• Examine and interpret historical and contemporary events and issues using historical geographical and social science research methods tools and technologies including accessing and using local historical resources and data

4.1.5. Creates or adopts instructional and assessment tasks that teach students to:

- Analyze and interpret primary and secondary sources
- Identify webs of cause and effect
- Differentiate between fact opinion and interpretation
- Develop claims with supportive evidence

4.1.6. Integrates strategies for identifying and analyzing central ideas assumptions and questions in social studies resources and for seeking out and respecting multiple perspectives during social studies inquiry

5. Math Knowledge Standards

The Educator demonstrates knowledge of the standards for school mathematics. These standards, cited from the National Council of Teacher of Math, describe the mathematical understanding knowledge and skills that students should acquire from prekindergarten through the grades. Each Standard consists of two to four specific goals that apply across all the grades.

5.1. Numbers and Operations

- Understand numbers ways of representing numbers relationships among numbers and number systems
- Understand meanings of operations and how they relate to one another
- Compute

5.2. Algebra

- Understand patterns relations and functions
- Represent and analyze mathematical situations and structures using algebraic symbols
- Use mathematical models to represent and understand quantitative relationships
- Analyze change in various contexts

5.3. Geometry

- Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships
- Specify locations and describe spatial relationships using coordinate geometry and other representational systems
- Apply transformations and use symmetry to analyze mathematical situations
- Use visualization spatial reasoning and geometric modeling to solve problems

5.4. Measurement

- Understand measurable attributes of objects and the units systems and processes of measurement
- Apply appropriate techniques tools and formulas to determine measurements

5.5. Data and Probability

- Formulate questions that can be addressed with data and collect organize and display relevant data to answer them
- Select and use appropriate statistical methods to analyze data
- Develop and evaluate inferences and predictions that are based on data
- Understand and apply basic concepts of probability

6. Math Performance Standards

The Educator implements these standards through

6.1. Problems Solving

- Building new mathematical knowledge through problem solving
- Solving problems that arise in mathematics and in other contexts
- Applying and adapt a variety of appropriate strategies to solve problems
- Monitor and reflect on the process of mathematical problem solving

6.2. Reasoning and Sense Making

- Recognize reasoning and proof as fundamental aspects of mathematics
- Making and investigating mathematical conjectures
- Developing and evaluating mathematical arguments and justifications
- Selecting and using various types of reasoning and methods of justification

6.3. Communication

- Organizing and consolidating their mathematical thinking through communication
- Communicating their mathematical thinking coherently and clearly to peers' teachers and others
- Analyzing and evaluating the mathematical thinking and strategies of others;
- Using the language of mathematics to express mathematical ideas precisely

6.4. Connections

- Recognize and use connections among mathematical ideas
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
- Recognize and apply mathematics in contexts outside of mathematics

6.5. Representation

- Creating and using representations to organize record and communicate mathematical ideas
- Select apply and translate among mathematical representations to solve problems
- Use representations to model and interpret physical social and mathematical phenomena

7. Science Knowledge Standards

7.1. The Educator demonstrates scientific knowledge that supports the development of scientific proficiency in both science as a body of knowledge and science as a process This includes

- The development of students' scientific thinking
- The scientific inquiry process
- The engineering design cycle and the skills of science and engineering design process and application within the following domains
 - o life sciences physical sciences earth and space sciences and engineering as reflected in the standards approved by the State Board of Education for students

7.1.1. Specifically, the Educator understands the central practices of scientists and engineers including

- Asking questions in sciences and defining problems in engineering
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations in science and designing solutions in engineering
- Engaging in argument from evidence
- Obtaining evaluating and communicating information

7.1.2. How science is related to other ways of knowing including

- How science and technology affect our society

- The relationship of scientific study to contemporary historical technological and societal issues and how the concepts and processes of science pertain to current controversies

7.1.3. Crosscutting concepts across disciplines including

- Patterns
- Cause and effect
 - o mechanism and explanation
 - o scale proportion and quantity
 - o systems and system models
 - o energy and matter
 - flows cycles and conservation
 - structure and function
 - and stability and change

7.1.4. Physical Science

- Fundamental concepts including the structure properties and interactions of matter
- Force and motion
- Energy waves and their interactions with matter

7.1.5. Life Science

- Fundamental concepts including
 - o The structures and processes of molecules and organisms
 - o Ecosystems and their interactions energy and dynamics
 - o Heredity inheritance and variation of traits
 - o Biological evolution unity and diversity

7.1.6. Earth and Space Science

- Fundamental concepts including
 - o earth's place in the universe
 - o the solar system
 - o earth's history
 - o earth's materials and systems
 - o weather and climate
 - o earth and human activity

7.1.7. Engineering Design Process and Application

- Fundamental concepts and applications of science including
 - o engineering design and design solutions
 - o the interdependence and influence of science engineering and technology on society and the natural world

8. Science Performance Standards

8.1. The Educator implements science curricula by designing interdisciplinary units of instruction that integrate skills and content and enable development of the habits of mind that support effective scientific inquiry specifically the Educator

8.1.1. Models how scientists and engineers work

8.1.2. Provides opportunities for students to

- Locate appropriate resources
- Design and conduct inquiry-based open-ended scientific investigations
- Solve specific engineering challenges
- Interpret findings communicate results/solutions in words pictures and with graphical representations
- Make conclusions based on evidence

8.1.3. Designs a variety of activities so that all students use inquiry to

- Learn about the world
- Design and conduct investigations using appropriate methodology and technology
- Learn from books and other sources of information
- Communicate their findings using appropriate technology
- Reconstruct previously learned knowledge

8.1.4. Understands and maintains safe science practices including but not limited to the ethical and

appropriate use and care for living organisms and scientific equipment and the safe storage use and disposal of chemicals

8.1.5. Recognizes common prescientific notions and preconceptions

- Predicts likely student misconceptions and proactively plans to address and correct those misconceptions

8.1.6. Creates a spectrum of scientific investigations for students including simple investigations and experiments in the classroom using everyday materials field studies outside the classroom and student-designed investigations

8.1.7. Structures integrated lessons using crosscutting concepts

9. A minimum of a practicum or the equivalent in elementary education at both the primary (K-2) and upper elementary (3-6) instructional levels is required

10. REQUIRED TESTING: Praxis II Subject Assessment in Elementary Education -- Test Code 5001 series (5002-5005)

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name State of Vermont Agency of Education

Board/Agency Website <https://education.vermont.gov/educator-licensure>

Statute/Regulation/Rule Citation 16 V.S.A. § 1692

Vt. Admin. Code 7-1-13:5320

Vt. Admin. Code 7-1-13:5440

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Virginia

License Title Initial Teacher License, Elementary Education (PreK-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 8 VAC 20-23-160. Elementary education preK-6.

Endorsement requirements.

1. The candidate shall have graduated from an approved teacher preparation program in elementary education preK-6; or
2. The candidate for the elementary education preK-6 endorsement shall have earned a baccalaureate degree from an accredited institution majoring in the liberal arts or sciences (or equivalent) and meet the following semester-hour requirements:
 - a. English (shall include composition, oral communication, and literature): 12 semester hours; or complete six semester hours in English and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;
 - b. Mathematics (shall include Algebra, geometry, probability and statistics, and teaching elementary mathematics): 15 semester hours; or complete six hours in mathematics, complete a methods in teaching elementary mathematics course (three semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;
 - c. Laboratory sciences: 15 semester hours in at least three science disciplines and at least a three credit science methods course; or complete nine semester hours (in two science disciplines), complete a methods in teaching elementary science course (three semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;
 - d. History (shall include American history and world history): six semester hours, and Social Science (shall include geography and economics): six semester hours; or complete three semester hours in history, complete three semester hours in social science (geography or economics), complete a methods in teaching elementary history and social sciences course (three semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education; and
 - e. Arts: three semester hours.

8 VAC 20-23-160

Supervised Experience (In-Program) A minimum of 10 weeks of successful full-time student teaching

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Virginia Department of Education

Board/Agency Website <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/licensure>

Statute/Regulation/Rule Citation VA Code Ann. § 22.1-298.1

8 VAC 20-23-100

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/licensing-forms-information>

Licensing for Out-of-State Applicants

An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through an accredited four-year college or university, if the individual holds a valid out-of-state teaching license (full credential without deficiencies), or holds an active national certification from the National Board for Professional Teaching Standards (NBPTS). More information can be found on our resource document for reciprocity.

<https://www.doe.virginia.gov/home/showpublisheddocument/36481/638059294391670000>

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Washington

License Title Residency Teacher, Elementary Education (K-8)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

WAC 181-79A-150

(4) Approved preparation program. Applicants for certification as teachers, administrators, school counselors, and school psychologists, except as otherwise provided in WAC 181-79A-257, and 181-79A-231, and in chapter 181-77 WAC, in order to be certified within the state of Washington shall have completed a state approved preparation program in the professional field for which certification is to be issued; such program shall have included a defined course of study and a supervised internship as per chapter 181-78A WAC. Applicants for certification as first peoples' language, culture, and oral tribal traditions teachers shall have completed a sovereign tribal government's first peoples' language, culture, and oral tribal traditions teaching certification program.

Residency Teacher Out-of-State

This application is for those educators who have completed a teacher preparation program through an accredited institution or have held a full teaching credential in another state.

Requirements

Completion of a bachelor's degree or higher. Must submit official transcripts showing degree conferral. Must complete a basic skills test (WEST-B or approved alternative) and pass a content area test for endorsement sought (WEST-E/NES or approved alternative). Teacher Testing Assessments. Submission of fingerprints for a background check is required if a valid certificate is not already on record.

In addition, you must complete one of the following:

Completion of any state's approved teacher preparation program through an accredited institution Form 4020E, OR an approved alternate route program 4020E-1. The preparation program must include a defined course of study and a supervised student teaching/internship.

OR

Copy of an out-of-state teaching certificate (valid or expired) AND three years of out-of-state teaching experience 4020F-1.

<https://ospi.k12.wa.us/certification/teacher-certificate/out-state-applicants-teachers/residency-teacher-out-state>

Supervised Experience (In-Program) WAC 181-78A-010. Definition of terms.

(15) "Internship" means the period of clinical practice for candidates enrolled in approved administrator, school counselor, and school psychologist preparation programs.

WAC § 181-78A-010

Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Washington Office of Superintendent of Public Instruction

Board/Agency Website <https://www.k12.wa.us/certification/teacher-certificate>

Statute/Regulation/Rule Citation West's RCWA 28A.410.270

WAC 181-79A-142

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Washington

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory West Virginia

License Title Professional Teaching Certificate, Elementary Education (K-6)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

<https://wvde.us/certification/certification-info/application-forms/form-20a-application-instructions/>
Credential: Based upon an official recommendation from a regionally accredited out-of-state institution of higher education's state-approved teacher preparation program, no previous licensure is required.

§ 126-136-16. Out-of-State Candidates.

16.2. Recognition of Out-of-State Certificates. West Virginia will issue a Professional Teaching, Administrative, or Student Support Certificate to an eligible candidate who holds: a valid out-of-state certificate equivalent to the Professional Teaching, Administrative, or Professional Certificate of eligibility issued by another state and meets all of the requirements of that state for full certification except employment; and who has graduated from an approved teacher education program at a regionally accredited IHE or educator preparation provider (EPP) approved in the licensing state; and for whom the WVDE has received approval based on a criminal history record check conducted by the West Virginia State Police and the FBI as required by W. Va. Code § 18A-3-10 and section 9.2 (for individuals who hold a valid Out-of-State certificate in the area of CTE, refer to the requirements for the CTE Certificate in section 10). Eligible candidates who meet the requirements as identified in section 10.1.d.5 except coursework or 10.1.e may be issued an initial Professional Teaching Certificate.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name West Virginia Department of Education

Board/Agency Website <https://wvde.us/certification/certification-info/>

Statute/Regulation/Rule Citation W. Va. Code St. R. § 126-136-16

W. Va. Code St. R. § 126-136 App. A

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Wisconsin

License Title Provisional Educator License, Elementary and Middle School Education (1-9)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Wisconsin standards are aligned with CAEP (and relevant SPA) standards.

Wis. Adm. Code § PI 34.040

(g) Out--of--state program. The applicant meets all of the following requirements:

1. Completed an out--of--state educator preparation program that meets all of the following requirements:
 - a. Is approved by the state education agency of the state in which it is located.
 - b. Is comparable to an approved program, including student teaching experience.
2. Received an institutional endorsement from the preparation program.
3. Demonstrated content knowledge by meeting the requirements under s. PI 34.021 (1) (c).
4. Demonstrated pedagogical knowledge, as required under s. PI 34.021 (1) (d).

Wis. Adm. Code § PI 34.002

Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following:

- (1) PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- (2) LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- (3) LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self--motivation.
- (4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- (5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- (6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- (7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross--disciplinary skills, pedagogy, pupils, and pupils' communities.
- (8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
- (9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
- (10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Supervised Experience (In-Program) Yes, per CAEP/SPA standards

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Wisconsin Department of Public Instruction

Board/Agency Website <https://dpi.wi.gov/licensing>

Statute/Regulation/Rule Citation Wis. Adm. Code § PI 34.040

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) W.S.A. 118.19 (8) The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state.

(9)(a) Except as provided in par. (b), the state superintendent may not issue an initial teaching license, school district administrator's license or school administrator's license unless the applicant has demonstrated competency in all of the following:

1. Resolving conflicts between pupils and between pupils and school staff.
2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations, that may arise in school or at activities supervised by a school as a result of conflicts between pupils or between pupils and other persons.

(b) The state superintendent may waive the requirements under par. (a) if the applicant demonstrates competency in the subjects under par. (a)1. to 3. within 12 months after the date on which the license is issued.

(14)(a) Except as provided in par. (b), the department may not issue an initial teaching license that authorizes the holder to teach in grades kindergarten to 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist, unless the applicant has passed an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure. The department shall set the passing cut score on the examination at a level no lower than the level recommended by the developer of the test, based on this state's standards.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Wyoming

License Title Initial Teacher License, Elementary Education (K-5)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

<https://wyomingptsb.com/licensure/becoming-licensed/>

Requirements for Out-of-State Program completion applicants

Completion of an approved Educator Preparation Program

Program must be from an accredited college or university

Program must include student teaching and lead to an Institutional Recommendation (IR) for licensure

Note: In order for applicants to obtain an Institutional Recommendation form they must be eligible for licensure in the state in which the college or university is located.

Applicants do not have to obtain licensure in that state; however, they must be eligible for licensure.

In some states, individuals may be required to complete testing for licensure in that state (i.e.

applicants who have/will complete an Arizona program must complete the Arizona testing requirements and will not need to complete the Praxis exams required for Wyoming for initial licensure.)

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Wyoming Professional Teaching Standards Board

Board/Agency Website <http://wyomingptsb.com/>

Statute/Regulation/Rule Citation W.S.1977 § 21-2-802

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) U.S. & Wyoming Constitution

Applicants may meet the requirement for Demonstration of Knowledge of the United States and Wyoming Constitutions in either of the following two ways:

Demonstration of Knowledge through Coursework

Courses which demonstrate knowledge of the U.S. Constitution must cover U.S. History prior to 1865 and include the study of the Constitution. Political Science courses may be counted if the coursework included study of the Constitution. If there are questions about the content of the curriculum, PTSB may require an applicant to submit course descriptions. Graduates from a Wyoming Community College or the University of Wyoming have completed this coursework, however must have passed the course with a "C" or higher.

When submitting your application packet, please highlight the courses which meet the requirements of constitutional study on your official college transcript.

Demonstration of Knowledge through Examination

If you have not completed coursework to meet the requirement of the U.S. and Wyoming Constitution Study, you may demonstrate knowledge through an exam. PTSB has created two multiple-choice exams (20 questions each), which may be taken at any Wyoming school district administration office, or you may request to have our digital exams sent to you via email. To obtain the exam(s) digitally through PTSB, please send an email to wyoptsb@wyo.gov, and be sure to include which exam(s) you will need to take in your email request. Please note that the digital exams are scored automatically. If you do not pass the exam(s), you will need to send another request to wyoptsb@wyo.gov. Please see

the links to the study guides below.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

***IMPORTANT:** Information is current as of the date listed. State/Territory boards can change educational and other requirements for licensure from time-to-time through formal legislative or rule-making processes, different board interpretation, or by updating application forms or other publications. The information provided does not, and is not intended to, constitute legal advice; instead, all information, content, and materials provided are for informational purposes only. Risks to the university/college and students, including federal disclosure requirements, should be considered and evaluated with legal counsel prior to communicating licensure information to prospective students and students.*

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