

ESPB

Education Stanards and Practices Board



**Teacher Certification
Requirements
No Child Left Behind
“50 State Report”**

2004

**Funded by the Title II Higher Education Act - State of North
Dakotat Governor’s Teacher Quality Grant.**

1st Edition

The North Dakota Education Standards and Practices Board

Goals

Certification

- The Education Standards and Practices Board (ESPB) will ensure that all educators licensed in North Dakota have met all ND standards.
- The ESPB will establish and regularly review a system of initial certification, renewal, and endorsement based on current professional knowledge of research and best practice.
- The ESPB will communicate the licensure process and the importance of professional licensure to all those involved with education in ND.
- The ESPB will seek coordination and alignment of certification, credentialing, and accreditation standards and processes.
- The ESPB will establish and maintain relations with professional groups that share its mission.

Program Approval

- The ESPB will establish a process of continual review and refinement of standards that reflect current research and knowledge.
- The ESPB will ensure broad input from professionals in the field.
- The ESPB will establish and maintain relations with professional groups that share its mission.

Professional Development

- The ESPB will develop methods for adoption and application of its model for in-service education and staff development.
- The ESPB will recommend and encourage the use of effective practices for professional development.
- The ESPB will continually research the effective practices for professional development and refine its model accordingly.
- The ESPB will relate its model and knowledge of effective practices for professional development to the certification renewal and program approval processes.
- The ESPB will establish and maintain relations with professional groups that share its mission.

Ethics

- The Educator's Code of Ethics will promote educator behaviors that will foster a safe, positive, and effective learning environment for students.

Licensure Revocation

- The ESPB will uphold the educational licensure laws of the state of North Dakota.
- The ESPB will uphold the standards of the profession and the Educators Code of Ethics through its review of complaints.
- The ESPB will give impartial consideration to all complaints filed against ND educators.
- Administration Responsibilities
- The ESPB will employ a staff that understands and supports the mission of the board.
- The ESPB will be recognized by its constituents as the agency responsible for ensuring the high standards of North Dakota educators.
- The ESPB will work with policy makers to develop legislation that supports its mission.
- The ESPB will uphold and implement the laws and rules that affect its mission.
- The ESPB will actively engage in adoption and modification of policies and procedures which support its mission.
- The ESPB and its staff will responsibly manage its fiscal resources in accordance with its mission.

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**Interactive
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Individual State Summaries

| | |
|------------------|--------|
| Alabama..... | AL – 1 |
| Alaska..... | AK – 1 |
| Arkansas | AR – 1 |
| Arizona | AZ – 1 |
| California..... | CA – 1 |
| Colorado | CO – 1 |
| Connecticut..... | CT – 1 |
| Delaware..... | DE – 1 |
| Florida | FL – 1 |
| Georgia | GA – 1 |
| Hawaii | HI – 1 |
| Idaho..... | ID – 1 |
| Illinois..... | IL – 1 |
| Indiana..... | IN – 1 |
| Iowa..... | IA – 1 |
| Kansas | KS – 1 |
| Kentucky..... | KY – 1 |
| Louisiana | LA – 1 |

| | |
|----------------------|--------|
| Maine..... | ME – 1 |
| Maryland..... | MD – 1 |
| Massachusetts | MA – 1 |
| Michigan..... | MI – 1 |
| Minnesota | MN – 1 |
| Mississippi..... | MS – 1 |
| Missouri..... | MO – 1 |
| Montana..... | MT – 1 |
| Nebraska..... | NE – 1 |
| Nevada..... | NV – 1 |
| New Hampshire | NH – 1 |
| New Jersey..... | NJ – 1 |
| New Mexico | NM – 1 |
| New York | NY – 1 |
| North Carolina | NC – 1 |
| North Dakota | ND – 1 |
| Ohio..... | OH – 1 |
| Oklahoma | OK – 1 |
| Oregon..... | OR – 1 |
| Pennsylvania..... | PA – 1 |
| Rhode island | RI – 1 |
| South Carolina | SC – 1 |
| South Dakota | SD – 1 |
| Tennessee | TN – 1 |
| Texas | TX – 1 |
| Utah..... | UT – 1 |
| Vermont..... | VT – 1 |
| Virginia..... | VA – 1 |
| Washington..... | WA – 1 |
| West Virginia..... | WV – 1 |
| Wisconsin | WI – 1 |
| Wyoming | WY – 1 |

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INTRODUCTION

The Education Standards and Practices Board initiated this research project to better understand how other states are handling educator licensure systems, “*No Child Left Behind*” mandates and highly qualified definitions, professional development and re-education, and recruitment and retention including mentoring. The project is funded through the Governor’s Teacher Quality Grant. The Board will use the information from this research project as a guide for future licensure decisions. Each state is responsible for its own educator licensure system, but a closer alignment will provide better opportunities for educators to move between states. The Education Standards and Practices Board wants to take every opportunity to provide a better licensure system and easier access while maintaining quality for educators in North Dakota and those wishing to teach in North Dakota.

The report includes licensing types, testing requirements, semester hours for majors and minors (if they are used by the state), licensure renewal requirements, composite degree requirements and semester hours, middle school philosophies and requirements, National Board for Professional Teaching Standards, alternative systems, *No Child Left Behind* definitions and requirements, and teacher education program approval standards comparisons.

Highly qualified educators from across North Dakota have spent the better part of the Summer of 2004 at Horizon Middle School in Bismarck researching the issues and contacting each state department of education or licensing board for clarification. Some questions were not able to be answered and will have to be

filled in at a later date. Some states were still in a state of transition and did not have final information to share. It should be noted that the majority of the research was conducted online. Some information may be out of date depending on the individual currency of each states web site.

This research project is a snapshot of what states are doing in 2004. The information has not been reviewed by each state prior to this printing. The information will be provided to states and those wishing to submit revisions will have the opportunity.

The Education Standards and Practices Board would like to thank Rudy Steidl, principal at Horizon Middle School, for his generosity and sharing of the facilities, computers, equipment, and staff. Without Rudy's commitment, this project would not have happened.

The Board would also like to thank the ten committed educators who spent long hours at Horizon, each researching five states. The ten members of the research team include team leader Jim Kindschi, Bismarck; Suzi Brynjolfson, Bismarck; Anne DeKrey, Max; Jeffrey Hass, Lisbon; Kurt Hayes, Munich; Dan Houston, Bismarck; Nina LaSeur, Minot; Carole Schaffen, Bottineau; Dianna Schneider, Williston; and James Wagner, Mandan. These educators demonstrated why North Dakota maintains its reputation of highly qualified educators. This research project has been a success because of them.

Respectfully submitted,

Janet Placek Welk
August 6, 2004

Topic Areas Researched



TOPIC AREAS RESEARCHED

- **Licensure**
 - What are the types and lengths of the teaching licenses/certificates?
 - What are the requirements for “out-of-state” individuals seeking licensure?
 - What are the requirements for licensure renewal?
 - What are the alternative methods/systems for acquiring teaching licensure/certification?

- **Testing**
 - What teacher testing is required for initial teacher licensure/certification?
 - How long has the state been testing for teacher licensure/certification?
 - What kinds of teacher licensure/certification testing are implemented?
 - Is teacher licensure/certification testing performed in every subject area or core subject areas?

- **Major/Minor**
 - How many credits are required for an undergraduate “major?”
 - How many credits are required for an undergraduate “minor?”

- **Comprehensive Degree**
 - Does the state still allow comprehensive degree licensure/certification?
 - If so, how many credits are required for licensure/certification?
 - If so, will the state still allow comprehensive licensure/certification after full implementation of the *No Child Left Behind Act* in July 2006?

- **Middle School**
 - What grades are defined/classify a middle school?
 - What specific teacher qualifications are presently required?
 - What specific teacher qualifications will be required after full implementation of the *No Child Left Act* in July 2006?

- **Student Teaching Requirements**
 - What is the minimum number of weeks required for student teaching practice?
 - What is the minimum grade point average of any candidate preparing to student teach?

- **No Child Left Behind (NCLB) Act**
 - How did the state define “Highly Qualified” according to NCLB?
 - What is the state doing to assist the “veteran” teachers to be considered highly qualified according to NCLB?
 - What will be required of any individual entering the teaching profession after full implementation of NCLB in July 2006?
 - What is the state doing in conjunction to the “Rural Flexibility Rule?”

- **Major Equivalency**
 - How does the state interpret the term “Major Equivalency?”
 - How does the state implement the term “Major Equivalency?”

- **National Board Certification**
 - Are states paying a stipend to teachers who acquire National Board Certification?
 - Are there any other benefits the teachers acquire for becoming National Board Certified?

- **Teacher Support System**
 - Does the state have a new teacher support system? If so, what is it? Explain.

Summary of Findings



TOPIC SUMMARIES FOR ALL 50 STATES

LICENSURE: The findings with respect to teacher licensure in all 50 states, including names/types of licenses/certificates, levels, lengths, in-state/out-of-state requirements, the certificate renewal process, and alternative certification programs contain a wide range of information. Below is a summary containing the most common findings across the 50 states.

- **Names/Types and Lengths** – The terminology used by the states to classify the different types of certificates/licenses varies. There are **about 30 different titles used for the initial certificate**, and **more than 50 titles for the second stage**. The most common names used by states are initial, beginning, or provisional for the first stage, standard or professional for the next stage, and advanced or master for the highest stage. The length of validity of the certificates/licenses also varies. The **period for an initial certificate/license** seems to be **anywhere from 2-6 years**, for **the standard certificate, 3-9 years**, and for **the advanced certificate, 5 years to life**. Additional certificates issued by many states are the provisional (1-3 years), alternative (1 year) – which includes emergency, interim, or temporary.
- **Levels** – The most common levels of certification are: Early Childhood, Elementary, Middle School, and Secondary. Some states also have a Special K-12 Certificate issued for certain subject and valid for teaching all grade levels.
- **In-State Versus Out-of-State Requirements:**
 - **In-State** – A bachelor’s degree, completion of approved teacher education program, and completion and passing of required testing are the basic requirements listed. **A minimum GPA is required in 43 states** for initial certification. Some states require a minimum GPA of at least 2.5, while some states require the GPA to be higher than 2.5, and in other states the minimum GPA is determined by the institution.
 - **Out-of-State** – A bachelor’s degree, completion of approved teacher education program, proof of valid teaching certificate, if applicant has one, and completion and passing of required testing are the basic requirements listed. Testing is waived in some states for applicants who have passed testing in another state, or simply have proof of valid teaching certificate with proof of successful teaching experience. **Thirty-three states, including North Dakota, belong to the Interstate Certification Compact** and recognize certificates from other states, and **forty-six states have signed the NASDTEC Interstate Agreement**.
- **Renewal Requirements** - The process used for certificate renewals also varies from state to state. However, the **most common requirements** include **completion of a required number of credit hours through either coursework at a college/university or in-services**, and verification of **successful teaching experience**. Some states have created “committees” that

approve the plan submitted by a teacher for renewal, whereas in other states approval is granted by the board of education or by the district.

- **Alternative Systems for Teacher Licensure** – The term “alternative teacher certification” historically has been used to refer to every avenue to become licensed to teach, from emergency certification to well-designed programs implemented by states. States wanted to develop an alternative to the emergency route because many times with the issuance of an emergency certificate, the candidates were thrown into the teaching process right away with no orientation, instructional support, or training, while trying to take education courses at night or during the summer. **New Jersey** was the first state to garner a lot of publicity with respect to alternative certification. **New Jersey’s alternative certification program currently produces one-fifth of all the new teachers hired in the state. As of 2003, 46 states, plus the District of Columbia report having some type of alternative teacher certification program, compared with only 8 states in 1983. Nevada, North Dakota, Rhode Island, and Vermont have either proposed or are considering alternative routes. An estimated 200,000 people have been certified through alternative routes since 1985, and approximately 25,000 per year within the last five years. As of 2003, states report a total of 144 alternative routes.** These routes range from requiring very little to requiring a lot. However, the following are emerging characteristics required of candidates for all alternative routes:

- Have a minimum of a bachelor’s degree
- Pass a screening process – tests, interviews, and demonstrated mastery of content
- Begin teaching – usually full-time – early, on-the-job training
- Complete any coursework or equivalent experiences in professional educational studies while teaching
- Work with mentor teachers
- Meet high performance standards

*With the passing of the ESEA legislation by Congress in December 2001, \$3.175 billion was authorized for fiscal year 2002, and “such sums” as may be necessary for each of the 5 succeeding fiscal years for “Preparing, Training, and Recruiting High Quality Teachers and Principals”. This provision includes establishing programs that recruit qualified professionals from other fields and providing them with alternative routes for certification.

**Additional information on teacher licensure for any particular state can be found in each individual state report under “Licensure”.

TESTING

- Currently 48 states require testing for teacher licensure; only Montana and South Dakota do not. As of May 2002, Montana is engaged in a two-year pilot study to examine the viability of testing teachers for certification. South Dakota will be requiring testing for certification of new teachers after July 1, 2005.
- Nearly 80 percent of states that include tests as part of their teacher licensure process rely on The Praxis Series. Alabama, Arizona, California, Colorado, Illinois, and Oklahoma are states that are using other tests for some or all of their licensure requirements.
 - The Praxis I, Academic Skills Assessments Test, is designed to be taken early in a student's college career to measure reading, writing, and mathematics skills. Many states require passing this test before an applicant is admitted into a teacher preparation program at a university/college.
 - The Praxis II, Subject Assessment Test, measures a candidates' knowledge of the subjects they will teach, as well as general and subject-specific pedagogical skills and knowledge. The pedagogy assessments, Principles of Learning and Teaching, are included in this group. This test commonly is given to applicants in subject teaching fields and elementary education for licensure.
 - The Praxis III, Classroom Performance Assessments Test, is comprised of a system for assessing the skills of beginning teachers in classroom settings. This test is commonly used as a requirement to obtain a license beyond the initial license.

The tests that are required and the minimum cut scores required for passing vary from state to state and are determined by each state.

MAJORS AND MINORS

The map in our report on page 20 shows which states allow out-of-field teaching (no major required in the teaching content area). Teaching with a minor is considered “out-of-field” teaching. Currently, twenty-five states don’t require a major in the teaching content-area. In 2006, the number of states will drop to seventeen. Also, twenty-five states currently allow teaching the content area with a minor. In 2006, this number will also drop to seventeen. In those states that require a major or major equivalency, the number of semester hours required varies from state to state with the range being from 21 up to 57 hours. In those states that have required number of hours for a minor or minor equivalency, the hours required range from 12 up to 24 hours.

COMPOSITE DEGREES

Composite degrees serve as a way for teachers to teach in different subject areas within a broad range of studies. The broad fields are usually science, social studies, and in some cases language arts. There are many titles used to refer to a composite degree:

Broadfield
Cluster
Composite
Comprehensive
General
Group Major
Integrated
Interdisciplinary
Unified

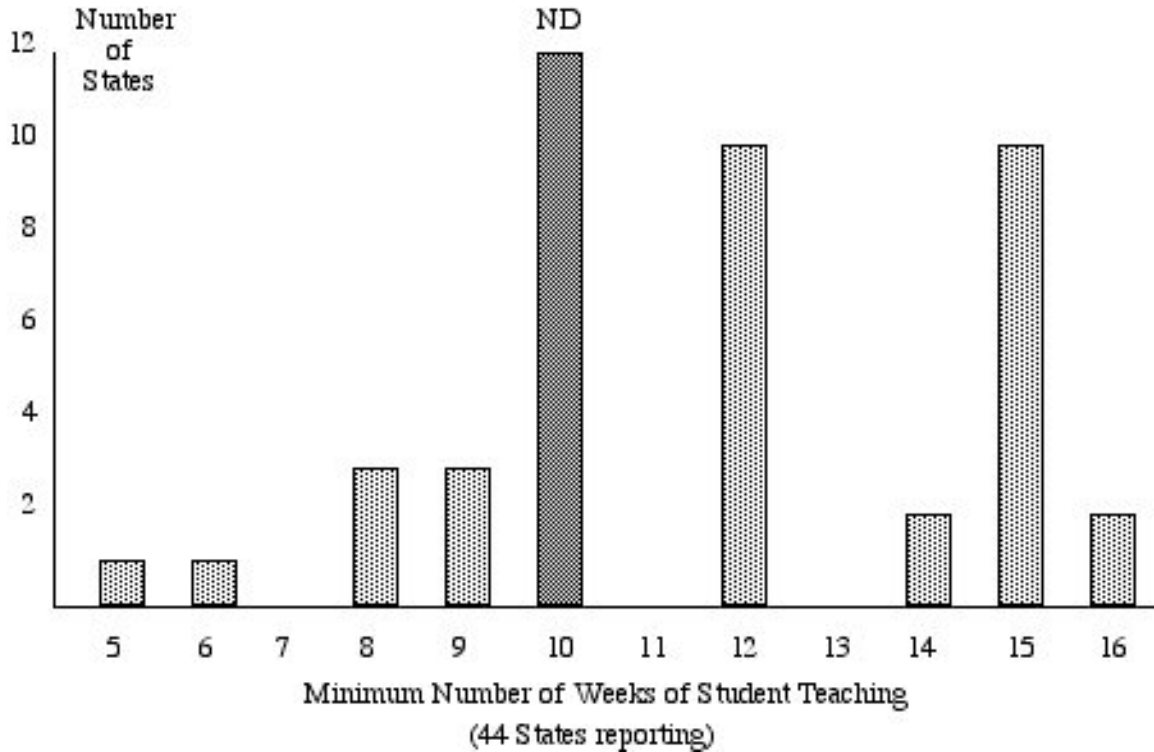
These terms all generally refer to the process of having a defined number of credits as a composite major, or having a designated general academic major with an additional number of credits assigned to provide for additional areas of endorsement. Currently, 41 states are recognizing composite majors. This has proven to be very beneficial to small schools or rural school districts as they look for creative ways to meet the needs of students while at the same time fulfilling the requirements of NCLB. A composite major in North Dakota requires 42 semester hours and is currently accepted for teacher licensure. Some states require a major and additional number of credits to complete a composite major. Other states assign a certain number of credits needed for the stand-alone composite major. Passing a content area test in an area of endorsement within the composite is also a requirement in a few states. Thirty-three states recognize composite degrees in both science and social studies, while 8 states recognize only social studies. There are nine states that do not recognize a composite major at all. For individual state information and requirements, please click on a particular state and refer to the 'composite degree' section.

MIDDLE SCHOOL

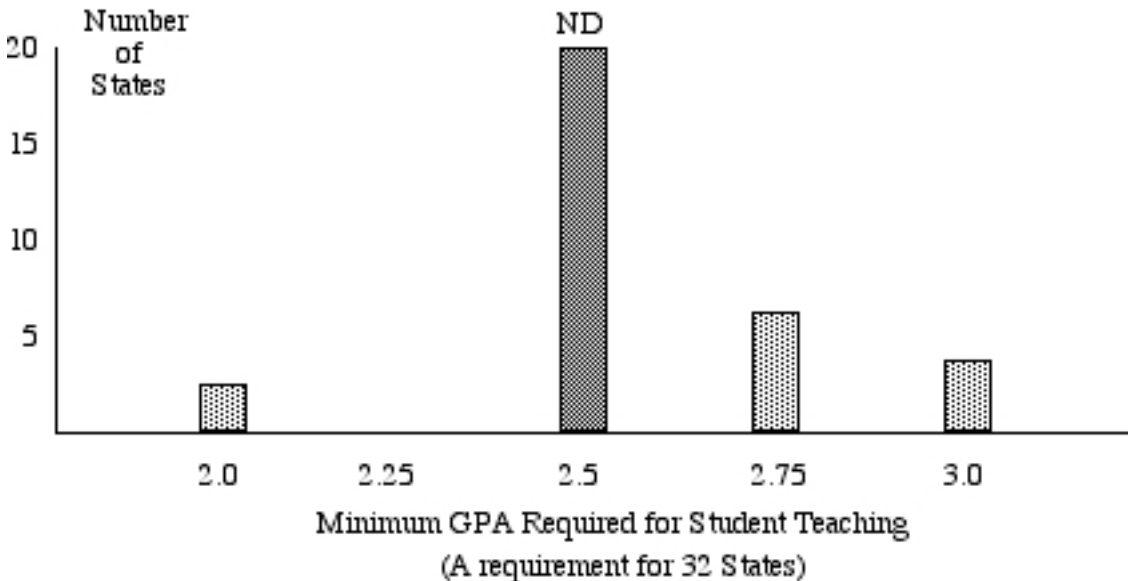
- Middle schools are generally grades 5-8 if organized departmentally and teachers are responsible for one or more content areas. Some states go as low as grade 4 and some as high as grade 9 for middle school.

STUDENT TEACHING

North Dakota is 1 of 12 states that require 10 weeks of student teaching. Of the 44 states that have a minimum number of weeks required, 8 states require less than North Dakota and 24 states require more. The average for these states is approximately 11 weeks.



Thirty-two (32) states have a minimum GPA requirement to qualify for student teaching that range from 2.0 to 3.0. North Dakota is 1 of 20 states with a 2.5 minimum GPA required. Only 2 states use 2.0 as the minimum GPA, while 4 states are at 3.0.



HIGHLY QUALIFIED

What does "full state certification" mean?

The intent of *No Child Left Behind* is to insure a highly qualified teacher in every classroom.

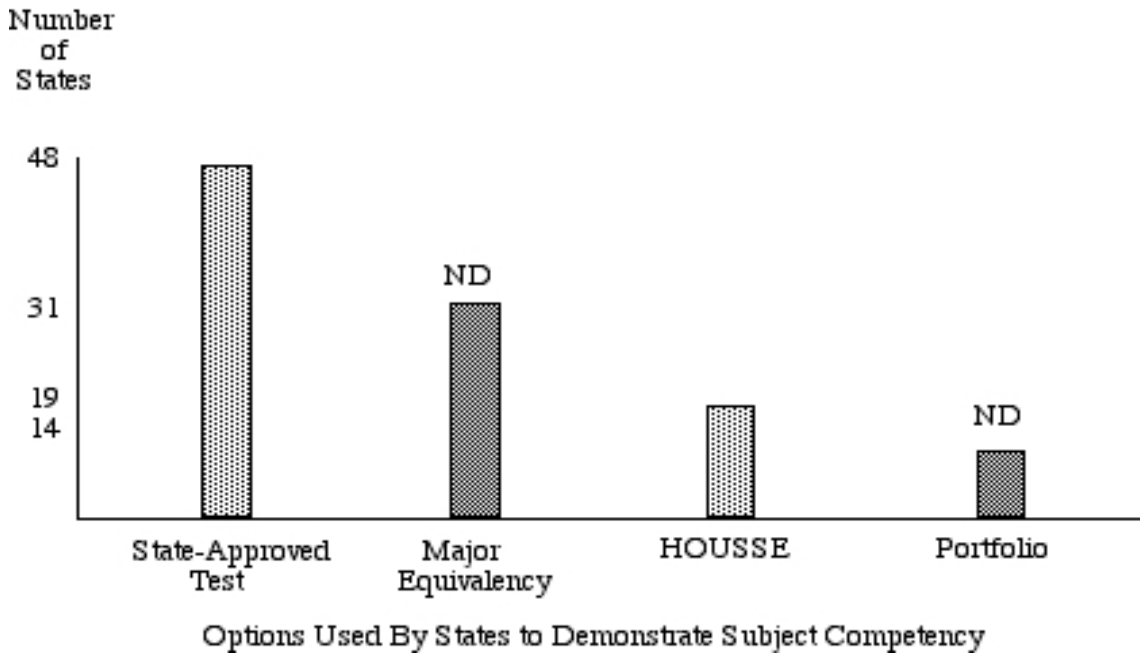
Full state certification is determined by the state in accordance with state policy.

NCLB allows states to set their own certification requirements. *NCLB* encourages states to have high standards and to use this opportunity to strengthen and streamline their certification requirements to make sure that talented individuals are not discouraged from becoming teachers, or continuing to teach.

No Child Left Behind defines "core academic subjects" to include English, reading or language arts, math, science, foreign languages, civics and government, economics, arts, history and geography.

States are using a variety of ways for teachers to be highly qualified. Each state must meet the minimum requirements in the federal law for highly qualified teachers.

- The law requires that teachers of core academic subjects meet these 3 requirements:
 - Hold a bachelor's degree and become certified in their major area.
 - Obtain full state certification, which can be "alternative certification."
 - Demonstrate subject-matter competency in the core academic subjects taught, which can be accomplished through testing.
 - Portfolios are used by 14 states, 19 states are using HOUSSE, and 17 are not using either one for teachers to become highly qualified.
- A teacher with multiple content area teaching assignments must satisfy the definition of a highly qualified teacher for each content area taught.
- Many states require a middle school endorsement with a variety of requirements unique to each individual state.



RURAL FLEXIBILITY

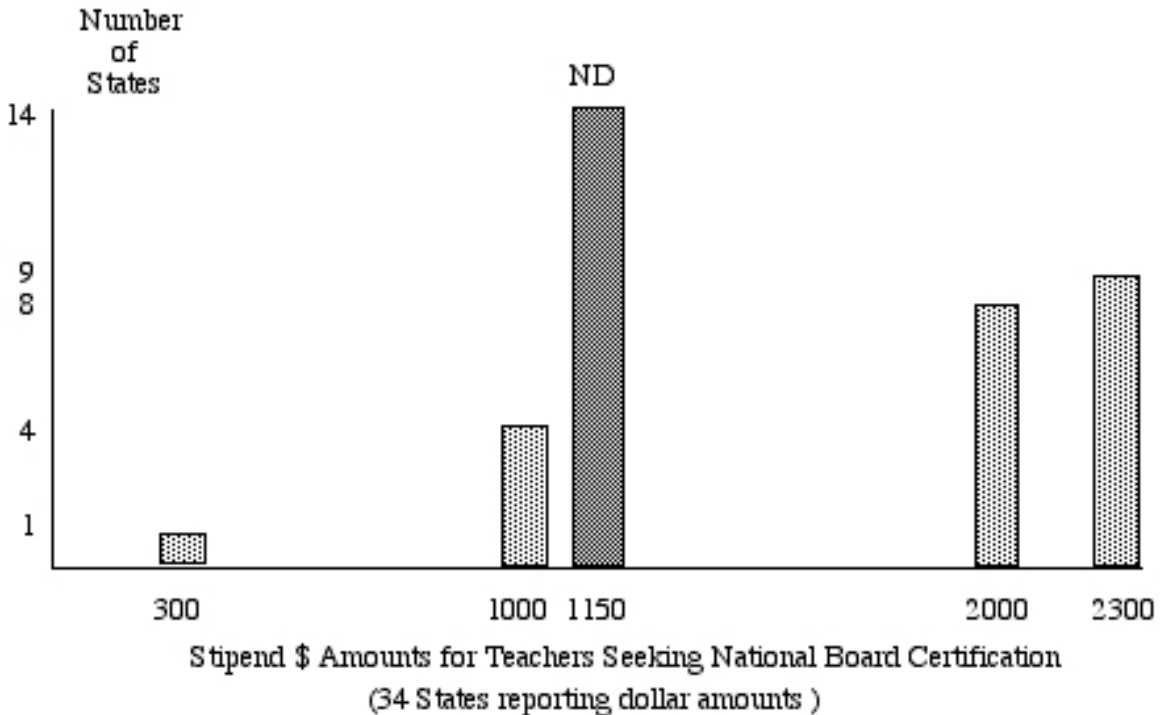
- In many states rural teachers in eligible, rural districts who are highly qualified in at least one subject will have more time to become highly qualified in the additional subjects they teach. States may determine--based on their current certification requirements--to allow science teachers to demonstrate that they are highly qualified either in "broad field" science or individual fields of science (such as physics, biology or chemistry). Social studies can be accommodated in a similar manner.

MAJOR EQUIVALENCY

- The use of the terminology "Major Equivalency" is used by 31 states and not used by 19 states.
- Many states define major equivalency as coursework equivalent to an undergraduate major. The number of semester hours required for a major varies from 21 to 42, depending upon the state. Some states depend on the teacher preparation institutions to decide the course of study and do not have a specific number of semester hours required for a major.

IV. NATIONAL BOARD CERTIFICATION

North Dakota is 1 of 40 states with programs to provide stipends for teachers seeking National Board Certification. The stipends range from \$300 to the full cost of certification, \$2300.



Twenty-five (25) states provide money directly to local districts to increase the salary of National Board Certified teachers. Dollar amounts range from a one-time payment of \$2000 to \$7500 annually. The average annual dollar amount these states pay for salary bonuses is approximately \$2566.

Four (4) states that use a statewide salary schedule pay a 5% to 12% bonus for National Board Certification. For these states the average % bonus is approximately 9.25%.

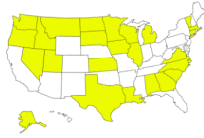
Twenty-two (22) other states leave salary bonuses up to local school districts. It is reported that over 10,000 teachers have received National Board Certification. The National Board for Professional Teaching Standards lists 17 teachers working in North Dakota as National Board Certified.

For more information on North Dakota's National Board Certified teachers refer to the website: <http://www.nbpts.org/nbct/directory.cfm>

V. MENTORING

- Currently 34 states have mentoring program of some type and 16 states do not. Programs vary from 1 semester to 3 years in length.
- Typically the program should focus on its effectiveness in meeting the following goals
 - Facilitating a seamless transition into the first year of teaching
 - Improving teaching performance
 - Supporting teacher morale, communication, and collegiality
 - Retaining quality teachers
- The school districts usually provides:
 - Stipends for mentor teachers
 - The costs associated with release time, such as substitutes for mentor teachers and novice teachers

Professional development and training activities related to the program.

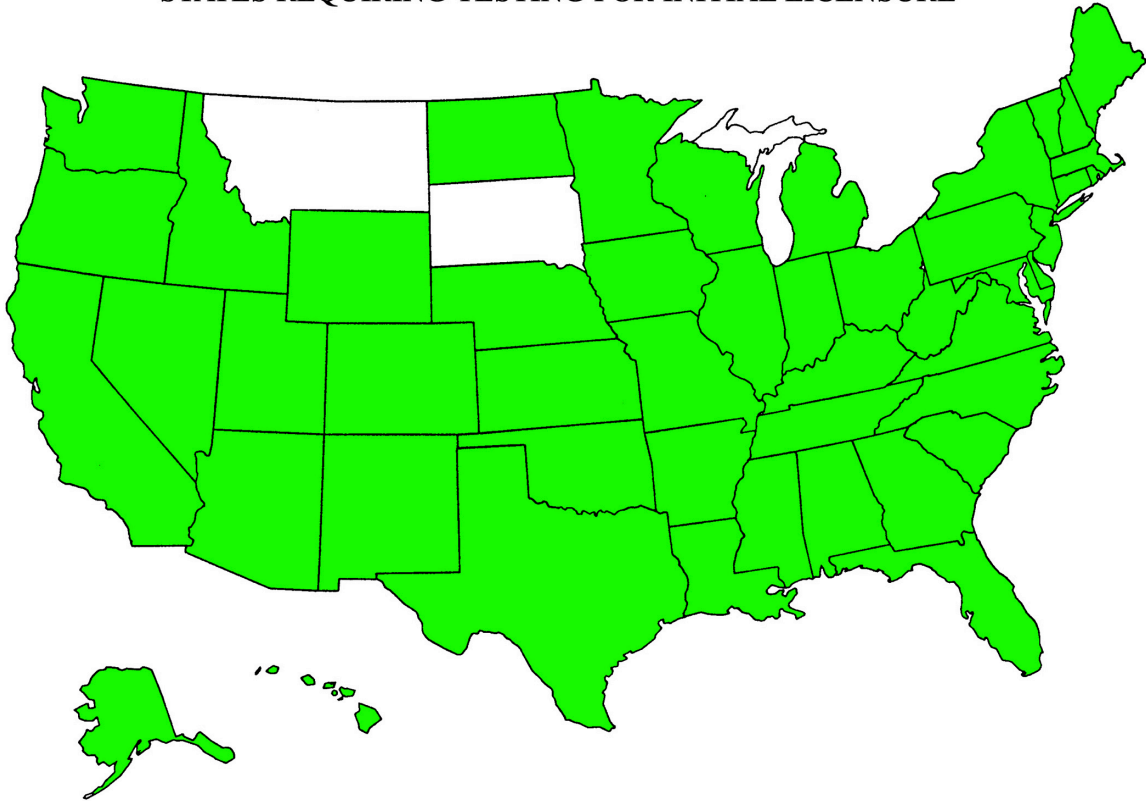


| | Requires Testing | Minor Currently Permitted | Minor permitted after 2006 | Composite Major Currently Permitted | Composite Major Permitted After 2006 | Portfolio Being Used for NCLB | National Certification Incentive | Mentoring Program |
|----------------|------------------|---------------------------|----------------------------|-------------------------------------|--------------------------------------|-------------------------------|----------------------------------|-------------------|
| Alabama | X | X | | X | X | HOUSSE | X | |
| Alaska | X | X | | X | | X | X | |
| Arizona | X | | | X | X | HOUSSE | X | |
| Arkansas | X | | | | | | X | X |
| California | X | | | | | X | X | X |
| Colorado | X | | | X | X | X | X | X |
| Connecticut | X | X | X | X | X | X | X | |
| Delaware | X | | | | | HOUSSE | X | X |
| Florida | X | | | X | X | | X | X |
| Georgia | X | X | | X | X | HOUSSE | X | X |
| Hawaii | X | | | | | X | X | |
| Idaho | X | X | X | X | X | | X | X |
| Illinois | X | X | | X | X | HOUSSE | X | X |
| Indiana | X | | | | | | X | X |
| Iowa | X | X | X | X | X | | X | |
| Kansas | X | X | X | X | X | X | X | |
| Kentucky | X | | | X | X | HOUSSE | X | X |
| Louisiana | X | X | | X | X | X | X | X |
| Maine | X | | | X | X | HOUSSE | | X |
| Maryland | X | X | X | X | X | | X | |
| Massachusetts | X | | | | | HOUSSE | X | X |
| Michigan | X | X | X | X | X | | X | X |
| Minnesota | X | X | X | X | X | HOUSSE | X | |
| Mississippi | X | | | X | X | | X | X |
| Missouri | X | | | X | X | | X | X |
| Montana | | X | X | X | X | | X | |
| Nebraska | X | | | X | X | | X | X |
| Nevada | X | X | X | X | X | HOUSSE | X | |
| New Hampshire | X | | | X | X | HOUSSE | X | |
| New Jersey | X | | | | | HOUSSE | X | X |
| New Mexico | X | | | X | X | HOUSSE | X | X |
| New York | X | | | X | X | HOUSSE | X | X |
| North Carolina | X | X | | X | X | | X | X |
| North Dakota | X | X | | X | X | X | X | X |
| Ohio | X | | | X | X | X | X | X |
| Oklahoma | X | | | X | X | HOUSSE | X | X |
| Oregon | X | X | X | X | X | | X | X |
| Pennsylvania | X | | | X | X | HOUSSE | X | X |
| Rhode Island | X | | | X | X | X | X | |
| South Carolina | X | X | X | X | X | ADEPT | | X |
| South Dakota | | X | | | | HOUSSE | X | X |
| Tennessee | X | | | X | X | X | X | X |
| Texas | X | X | X | X | X | | | X |
| Utah | X | X | X | X | X | X | X | X |
| Vermont | X | X | X | X | X | | X | |
| Virginia | X | X | X | | | | X | X |
| Washington | X | X | X | X | X | | X | X |
| West Virginia | X | | | X | X | HOUSSE | X | X |
| Wisconsin | X | X | X | X | X | X | X | |
| Wyoming | X | | | X | X | X | X | |



| | Minor Equivalency Semester Hours | Major Equivalency Semester Hours | Semester Hours for Composite Certification | Defined Middle School Grades | Number of Weeks Required for Student Teaching | GPA Required for Student Teaching |
|----------------|----------------------------------|----------------------------------|--|------------------------------|---|-----------------------------------|
| Alabama | | 32 | 32 | 4-8 | 16 | 2.5 |
| Alaska | 18 | 30 | hr.vary | 6-8 | vary* | 2.5 |
| Arizona | | | 24 | -9 | | |
| Arkansas | | | | 4-8 | 12 | 2.5 |
| California | | | | 6-8 | | |
| Colorado | 24 | 24 | 24 | | 800 HOURS | |
| Connecticut | | 24 | 36-46 | 4-8 | 10 | B- |
| Delaware | | 30 | | 6-8 | 9 | |
| Florida | | 30 | 30 | 5-9 | 15 | 3.0 |
| Georgia | | 21 | 21 | 5-9 | 15 | 2.5 |
| Hawaii | | | | 5-9 | 10-18 | 2.75 |
| Idaho | 20 | 30 | 45 | | 6 SEM. HRS. | |
| Illinois | 18 | 32 | 32 | 5-8 | 10 | 2.5 |
| Indiana | | | | | | |
| Iowa | 24 | 30 | 30 | 5-8 | 12 | 2.5 |
| Kansas | | | | 5-8 | 12 | |
| Kentucky | | | | 5-9 | 12 | 2.5 |
| Louisiana | 19 | 31 | 22-25 | 6-8 | 9 | 2.5 |
| Maine | | 24 | BS degree | 5-8 | 15 | |
| Maryland | | 30 | | 4-8 | 16 | 2.5 |
| Massachusetts | | | 36 | 5-8 | 5 | 2.75 |
| Michigan | 20-24 | 30-36 | 36-39.5 | 6-8 | 6 | 2.75 |
| Minnesota | | | | 5-9 | 10 | 2.5 |
| Mississippi | 18-24 | 30+ | | 4-8 | 12 | 2.5 |
| Missouri | | 30 | 32 | 5-9 | 10 | 2.5 |
| Montana | | | 40 | 4-8 | 15 | |
| Nebraska | | 30 | hr. vary | 4-9 | 14 | 2.5 |
| Nevada | 16-24 | 30-36 | 24-36 | 7-8 | 8 | |
| New Hampshire | | | hr. vary | 5-8 | 15 | 2.5 |
| New Jersey | | 30 | | 5-8 | 15 | 2.75 |
| New Mexico | | 24 | 24 | 5-9 | 14 | |
| New York | | | 36 | 5-9 | 8 | 2.5 |
| North Carolina | 18-24 | 24 | hr.vary | 6-9 | 10 | 2.5 |
| North Dakota | 16 | 32 | 42 | 5-8 | 10 | 2.5 |
| Ohio | | 30 | hr. vary | 4-9 | 15 | 2.5 |
| Oklahoma | | | | 6-8 | 9 | 2.5/2.75 |
| Oregon | 12 | | 45QTR | 5-8 | 15 | |
| Pennsylvania | | | 39+ | 7-9 | 12 | 2.6/3.0 |
| Rhode Island | | 30-36 | 30-36 | 7-8 | 10 | |
| South Carolina | 12 | | 30+ | 5-8 | 12 | 2.25/2.5 |
| South Dakota | 18-24 | | | 5-8 | 10 | 2.5 |
| Tennessee | | 24 | 24 | 5-8 | 15 | 2.5 |
| Texas | 12 | | 48-57 | 4-8 | 12 | C |
| Utah | 16 | 30 | 46 | 5-9 | 10 | 2.0 |
| Vermont | 18 | 30 | 15 | 5-9 | 12 | 3.0 |
| Virginia | 21 | 36-42 | | 5-8 | 10 | |
| Washington | 24 | 30 | 40-45 | 6-8 | 10 | |
| West Virginia | | | | 5-9 | 12 | |
| Wisconsin | 22 | 34 | 15SCI - 9SS | 5-9 | 15 | 2.75 / 3.0 |
| Wyoming | | 24 | | 5-8 | 8 | |

STATES REQUIRING TESTING FOR INITIAL LICENSURE



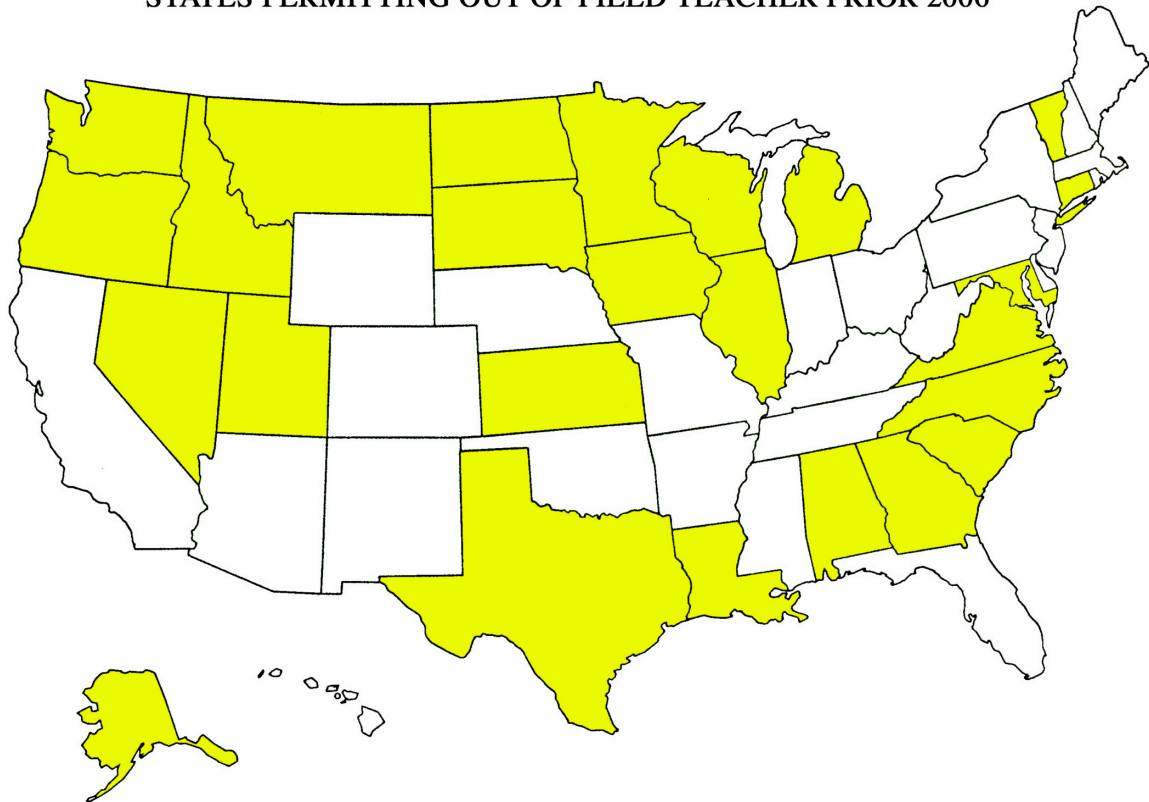
The shaded area represent states that require testing for teacher licensure.

***Montana is engaged in a two-year pilot study to examine the viability of testing teacher candidates to meet the requirements of HEA Title II and President Bush's No Child Left Behind Act.**

***South Dakota will begin teacher testing in 2005.**

All but two states are currently requiring testing for teacher licensure. Testing required for licensure ranges from the Praxis I: PPST as a precursor to entering a teacher education program to the Praxis III: Performance Evaluation Test. Most states' test requirements stem from testing required for entrance to teacher education programs. Many states have or are initiating Praxis II: Subject Area testing to license highly qualified teachers or enable veteran teachers to become highly qualified.

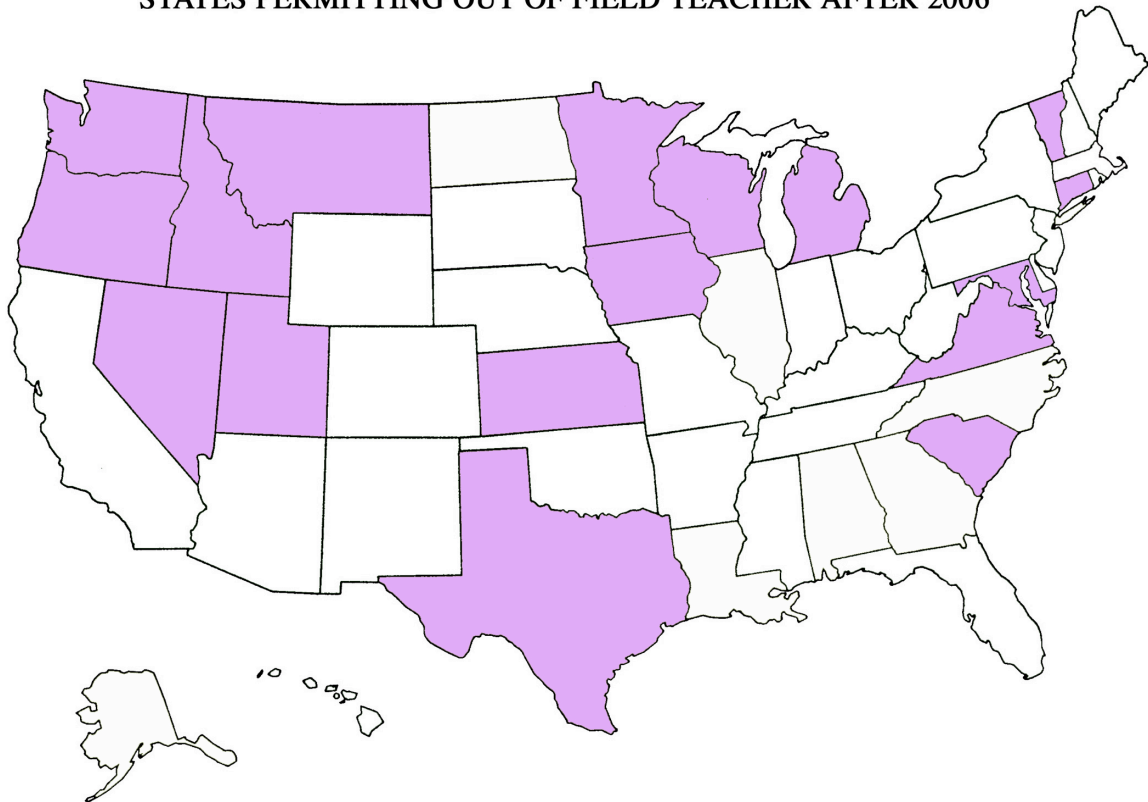
STATES PERMITTING OUT OF FIELD TEACHER PRIOR 2006



The shaded area represents states that allow a teacher to instruct in a subject for which they do not have a major.

Twenty-five states currently allow out of field teaching. Out of field teaching is when an instructor is teaching outside of their major area of study. Teaching with a minor is considered out of field teaching.

STATES PERMITTING OUT OF FIELD TEACHER AFTER 2006

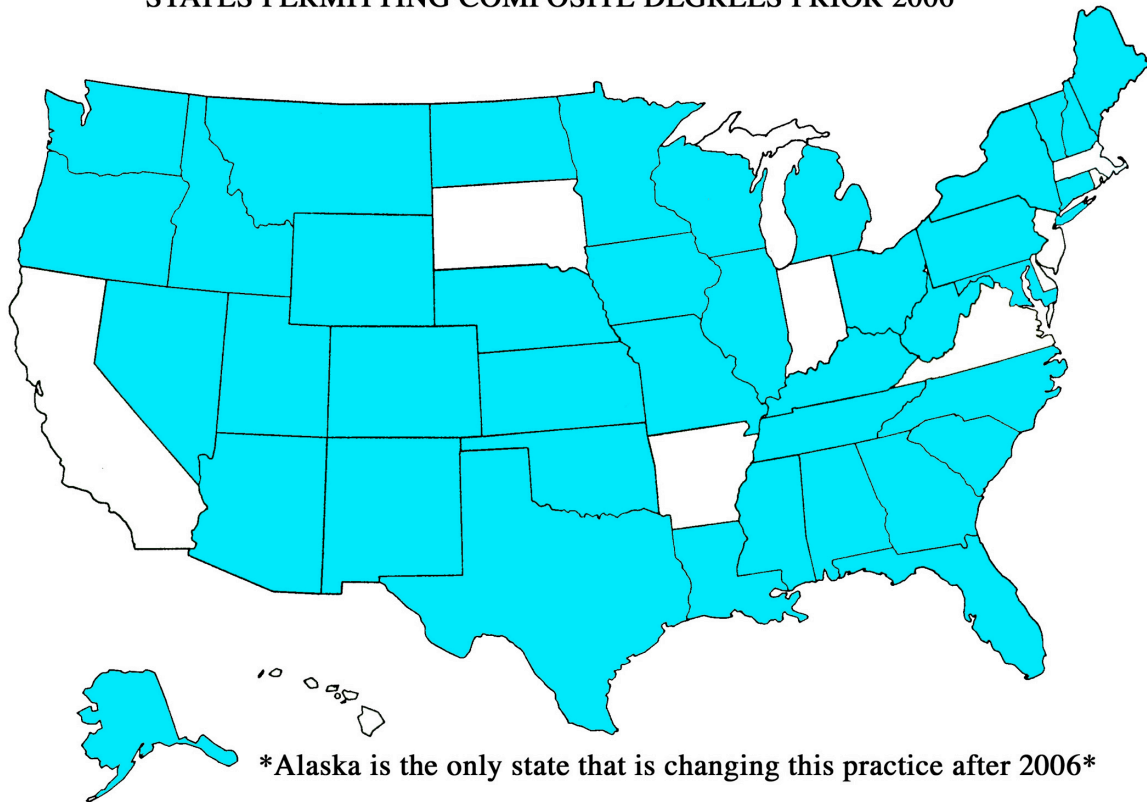


***No information provided for South Dakota regarding this issue.**

***Some states will allow out of field teaching after 2006 if they meet the state mandated criteria for highly qualified.**

Seventeen states will continue to allow out of field teaching in 2006. The NCLB requirement for highly qualified teachers, which includes the mandate of a major or major equivalency in the area of instruction, has forced many states to disallow teaching with a minor or in an out of field area.

STATES PERMITTING COMPOSITE DEGREES PRIOR 2006

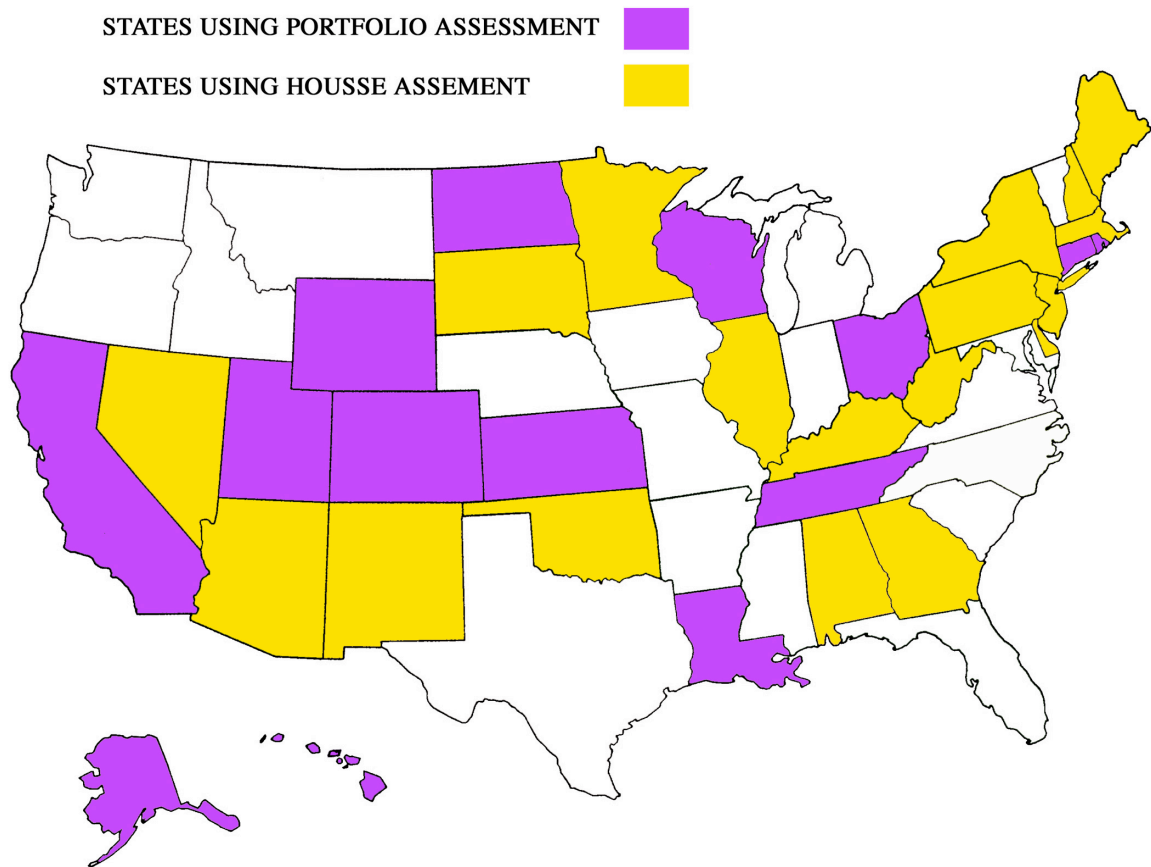


The shaded area represents states currently allowing teachers to teach with composite degrees.

Through the research process it was determined terminology varied widely from state to state. Numerous titles were given to composite degrees throughout the 50 states. The most common are as follows:

- **Composite Degree**
- **Comprehensive Degree**
- **Broadfield Degree**
- **General**
- **Group Major**
- **Cluster Major**
- **Integrated**

Forty-one states currently permit composite degrees. Most states will allow composite degrees to continue to be an area of licensure. States vary in their determinations as to whether composite degrees meet highly qualified status for all areas of teaching in that field.

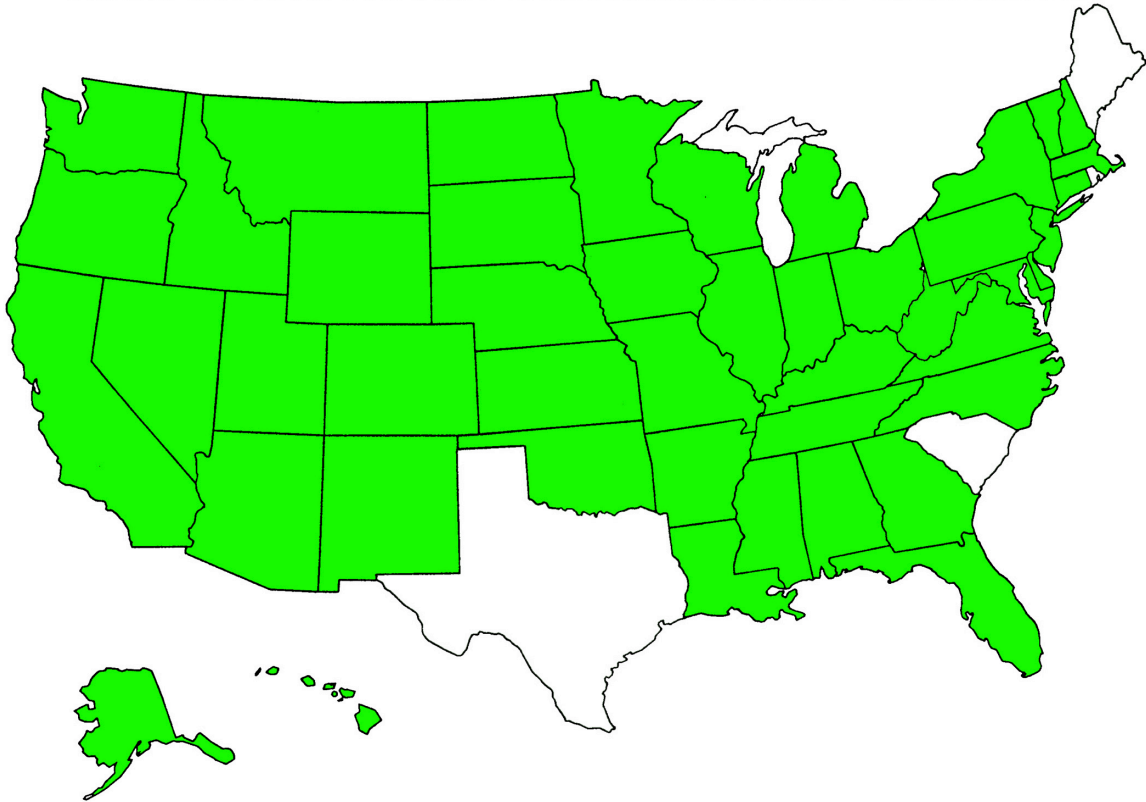


The shaded areas represent states that either use portfolios or HOSSE assessments in an effort to help teachers meet highly qualified status.

Fourteen states are currently using the portfolio system to enable veteran teachers to become highly qualified. Eighteen states are utilizing the High, Objective, Uniform State Standard of Evaluation (HOSSE) assessment to enable veteran teachers to become highly qualified.

South Carolina uses the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) as a form of the HOSSE to evaluate content areas according to NCLB specifications.

STATES OFFERING INCENTIVE FOR NATIONAL BOARD CERTIFICATION



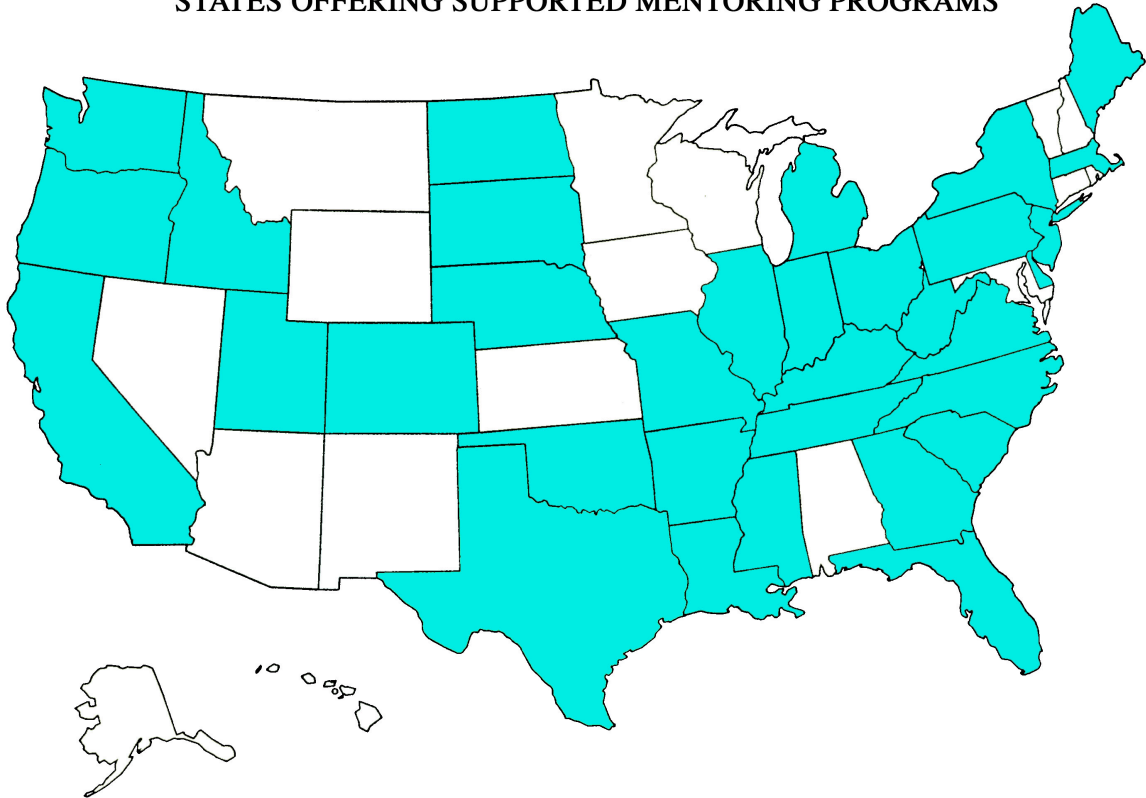
The shaded area represents states that offer incentives for National Board Certification.

Nearly all states offer incentives for National Board Certification. The monetary incentives range from partial grants of the certification fee to \$5000/ year. Incentives not related to monetary sums include highly qualified status and license renewal points. *National Board Incentives among the states can consist of:

- **Monetary Stipends – Monthly pay increase as well as yearly stipends**
- **Renewal Points**
- **Reimbursement for the process**
- **Professional leave while attaining**
- **Special licensure recognition**
- **Highly Qualified Status**

***District and Professional Organization Incentives are also being offered among the various states.**

STATES OFFERING SUPPORTED MENTORING PROGRAMS



The areas shaded represent states offering state supported teacher mentor programs.

***Numerous states leave it up to the individual districts to establish their own mentoring programs.**

Thirty-four states currently have state supported teacher mentor programs. Some states have withdrawn financial support for the programs. In several states without mentoring programs teaching professional groups operate a mentoring program.

State Teacher Standards Comparison

Teacher standards define the expectations that state authorities have for what a teacher should know and be able to do, or sometimes for the kind of person that a teacher is expected to be. They differ from teacher certification and licensure requirements in that they cannot be mandated directly, nor can compliance be explicitly checked. Rather, standards inform and direct the processes of establishing and evaluating requirements. In this section, states describe their teacher standards and how they are aligned with content standards for K-12 students. State Teacher Standards Matrix

Questions:

The research team located the state teacher standards for each state and a link can be found within each individual state report. The following questions were asked regarding each states standards. The answer to each question can be found within the **State Teacher Standards Matrix** found on page 27.

1. Has the state developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure?
2. Is there a unique, overarching set of teacher standards that currently applies to all teaching fields and grade levels?
3. Are there distinct state standards for basic elementary education?
4. Are there distinct state teacher standards for early elementary education (e.g., grades K-3)?
5. Are there distinct state teacher standards for upper elementary education (e.g., grades 4-6)?
6. Are there distinct state teacher standards for middle grades education?
7. Are there distinct content specific state teacher standards for secondary education?

Matrix legend

X – represents a yes answer

The content specific standards researched for each state are labeled within the matrix as follows:

A – Art Education

E – English Education

Ma - Mathematics Education

Mu - Music Education

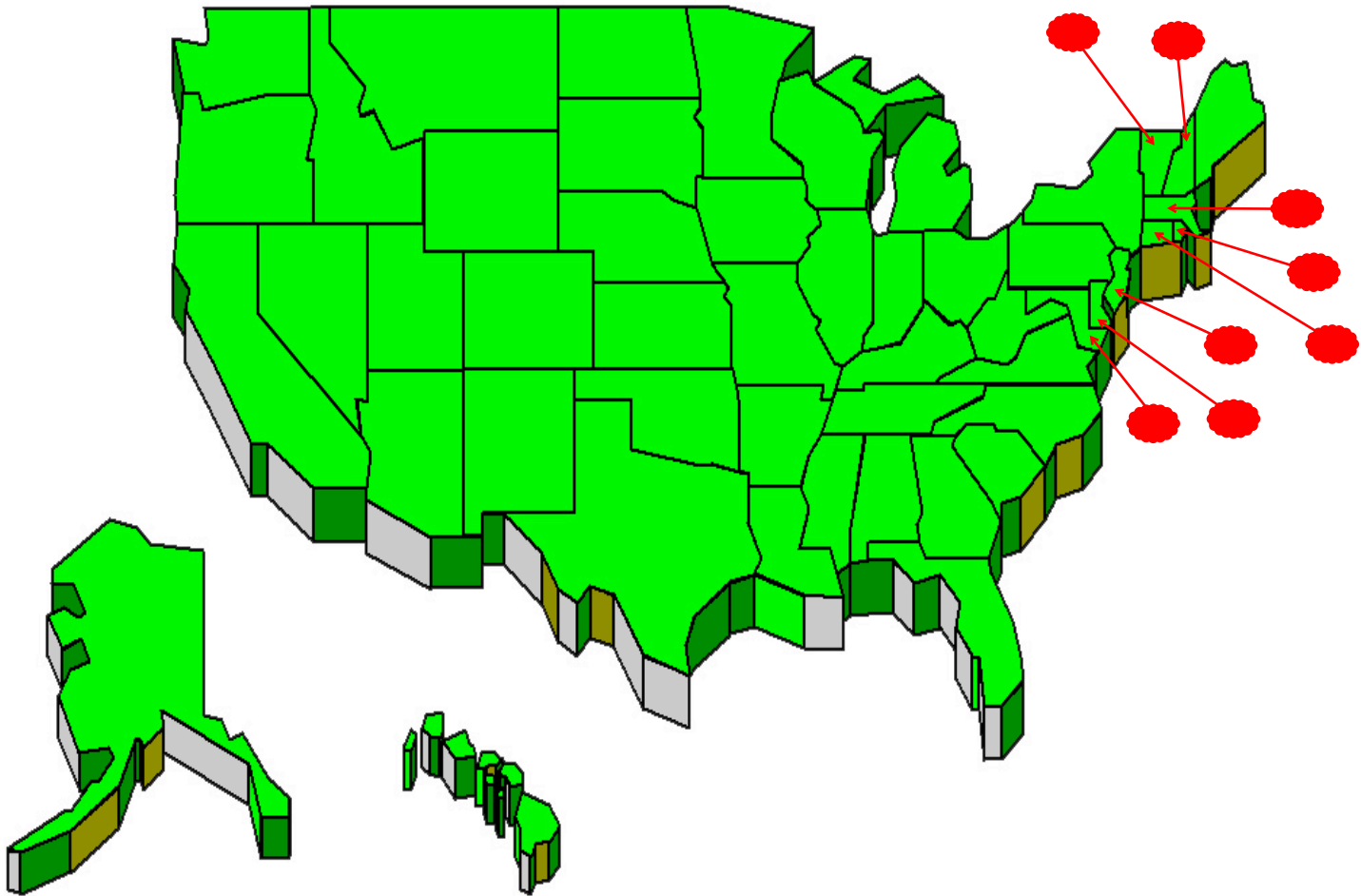
S – Science Education

SS – Social Studies



| | State has standards | All Fields and Grade Levels | Basic | Elementary | Elementary K-3 | Elementary 4-6 | Middle Grades | Specific content standards | Secondary |
|----------------|---------------------|-----------------------------|-------|------------|----------------|----------------|---------------|----------------------------|-----------|
| Alabama | X | X | X | X | | | X | A,E,Ma,Mu,S,SS | |
| Alaska | | X | | | | | | | |
| Arizona | X | X | | | | | | | |
| Arkansas | X | X | | X | | | X | A, E, Ma, S, SS | |
| California | X | X | | | | | X | A,E,Ma,Mu,S,SS | |
| Colorado | X | X | X | X | | | | A, E, Ma, S, SS | |
| Connecticut | X | X | X | X | X | | | A,E,Ma,Mu,S,SS | |
| Delaware | | X | | | | | | | |
| Florida | X | X | X | X | | | X | A, E, Ma, S, SS | |
| Georgia | X | X | | X | | | X | A,E,Ma,Mu,S,SS | |
| Hawaii | X | X | | | | | | | |
| Idaho | X | X | X | X | X | | | A, E, Ma, S, SS | |
| Illinois | X | X | | | | | | A, E, Ma, S, SS | |
| Indiana | X | X | X | X | X | X | | A,E,Ma,Mu,S,SS | |
| Iowa | X | X | X | X | | | X | A, E, Ma, S, SS | |
| Kansas | X | X | X | X | | | X | A,E,Ma,Mu,S,SS | |
| Kentucky | X | X | X | X | X | X | | A,E,Ma,Mu,S,SS | |
| Louisiana | | X | | | | | | A, E, Ma, S, SS | |
| Maine | X | X | X | X | | | X | A, E, Ma, S, SS | |
| Maryland | X | X | | | | | | | |
| Massachusetts | X | X | | | | | | A,E,Ma,Mu,S,SS | |
| Michigan | X | X | X | X | | | X | A,E,Ma, Mu,S,SS | |
| Minnesota | X | X | X | | | | X | A, E, Ma, S, SS | |
| Mississippi | X | X | X | X | X | | | A, E, Ma, S, SS | |
| Missouri | X | X | X | X | | | X | A,E,Ma,Mu,S,SS | |
| Montana | X | X | X | X | X | | | E,Ma,S,SS | |
| Nebraska | X | X | X | X | | | X | A, E, Ma, S, SS | |
| Nevada | X | X | X | | | | X | A, E, Ma, S, SS | |
| New Hampshire | X | X | X | X | | | | A,E,Ma,Mu,S,SS | |
| New Jersey | X | | | | | | | | |
| New Mexico | X | X | X | X | | | X | A,E,Ma,Mu,S,SS | |
| New York | X | X | X | | | | | A,E,Ma,Mu,S,SS | |
| North Carolina | X | X | X | X | | | X | A,E,Ma,Mu,S,SS | |
| North Dakota | X | | X | X | | | X | A,E,Ma,Mu,S,SS | |
| Ohio | X | X | | X | X | X | | A, E, Ma, S, SS | |
| Oklahoma | X | X | X | X | | | X | A, E, Ma, S, SS | |
| Oregon | X | X | X | X | X | X | | A,E,Ma,Mu,S,SS | |
| Pennsylvania | X | X | X | X | | | X | A,E,Ma,Mu,S,SS | |
| Rhode Island | X | X | | | | | | | |
| South Carolina | X | X | X | X | | | X | A,E,Ma,Mu,S,SS | |
| South Dakota | X | X | X | X | X | X | | A,E,Ma,Mu,S,SS | |
| Tennessee | X | X | X | X | X | X | | A,E,Ma,Mu,S,SS | |
| Texas | X | X | X | X | X | X | | A,E,Ma,Mu,S,SS | |
| Utah | X | X | X | | | | | A, E, Ma, S, SS | |
| Vermont | X | X | X | X | | | X | A, E, Ma, S, SS | |
| Virginia | X | X | X | X | | | X | A, E, Ma, S, SS | |
| Washington | X | X | X | X | | | X | A,E,Ma,Mu,S,SS | |
| West Virginia | X | X | X | X | | | X | A, E, Ma, S, SS | |
| Wisconsin | X | X | X | X | | | | A, E, Ma, S, SS | |
| Wyoming | X | X | X | | | | X | A,E,Ma,Mu,S,SS | |

Individual State Summaries



Pick A State Interactive Map
(Must Use Hand Tool)

Alabama

Licensing

Three Levels and Requirements

- Class B at the baccalaureate level
 - Must complete at least three mathematics and four science courses.
 - Satisfactory completion of state approved teacher education program.
 - GPA of at least 2.5 in the teaching field and no grade below a “C” in professional studies.
 - Full time internships with participation for twelve consecutive weeks.
 - Class A at the master’s level
 - At least one third of the coursework shall consist of teaching field courses.
 - English language arts, general science, and general social science programs shall require at least one course in two areas.
 - A GPA of 3.0.
 - Completion of an internship is required for candidates in Speech and Language Impaired.
 - A practicum will be required for initial certification in a special education field.
 - Passing scores on a final, comprehensive written exam.
 - Class AA at the sixth year or education specialist level
 - Must have a master’s level professional educator certificate in the same field in which the Class AA certificate is sought, except in special education.
 - A survey of special education coursework, unless previously completed.
 - At least one third of coursework must include teaching field courses.
 - English language arts, general science, and general social science programs shall require at least one course in two areas.
 - A GPA of 3.25 in an approved teacher education program.
 - A practicum will be required for initial certification in a special education field.
 - Passing scores on a final, comprehensive written exam covering the content.
- **Out of State Licensure- Reciprocal Agreement-** Candidates who have graduated from an out-of-state institution and/or have been certified in other states may meet curriculum requirements for Alabama professional certification through two methods:
- Completion of a teacher education program at an out-of-state regionally accredited, senior institution accredited by NCATE.
 - Compliance with the requirements of the National Association of State Directors of Teacher Education and Certification Interstate contract.

➤ **Other Approaches**

- Recognition of state-approved programs may be extended to states that are not members of NASDTEC Interstate contract. Verification of completion of such a program must be provided by the institution's certification officer on a specified supplement to the application.
- Certificate and experience recognition may be available to candidates who hold valid professional certification in other states. The experience requirement is based on that of the NASDTEC Interstate contract in effect at the time of application.
- Certification based on foreign credentials requires that candidates submit an evaluation of their foreign credits from an approved evaluation agency.

➤ **Alternative Approaches**

Alternative Baccalaureate Level

- For grades 6-8 and 9-12 in specific fields, physical education, and some special education areas. They may also be issued for grades K-8 in art, dance, instrumental music, vocal/choral music, theater, and foreign languages.
 - Valid for one year
 - Renewable twice in consecutive years

Special Alternative Fifth Year Level

- For candidates who have earned a bachelor's degree and been admitted to an Alabama Fifth-Year Program. Areas available include single or comprehensive teaching fields in some middle grades 4-8, or secondary grades 6-12 programs; Elementary Education, Early Childhood Education, and other specific Elementary-Secondary teaching fields.
 - Valid one year
 - Renewable twice

Speech and Language Impaired Approach

- Applies to candidates holding currently valid credentials from another state.
 - Valid two years
 - Applies to candidates holding a master's or higher degree in speech-language pathology and a valid speech-language license.

Preliminary Certificate

- Applies to school counselors, library-media, and speech/language impaired certificate candidates.
 - Valid two years
 - Renewable once for one year

Nationally Certified School Psychologist Approach

National Board for Professional Teaching Standards Approach

Types of Certificates

Professional Certificates

- Collaborative Special Education (K-6 and 6-12)
- Early Childhood Special Education (P-3)
- Early Childhood (P-3)

- Elementary (K-6)
 - Elementary-Secondary (P-12)
 - Art, dance, music, physical education, theatre, foreign language, and gifted, hearing impaired, speech and language impaired, and visually impaired in special education
 - Middle School (4-8)
 - Secondary (6-12)
 - Special Education (P-12)
- Master's and Sixth-Year Level Certificates
- Educational Administrator (P-12)
 - Principal (P-6; 6-12; P-12)
 - School Counselor (P-12)
 - School Library-Media Specialist (P-12)
 - School Psychologist (P-12)
 - School Psychometrist (P-12)
 - Superintendent (P-12)
 - Supervisor (P-12)
 - Vocational Administrator (6-12)

Initial Requirements

- A completed application form, official transcripts, original certificate held in another state, and health information.
- A \$20.00 fee
- Scores from the National Teacher's Examination Test are not required, however applicants for initial certification on or after January 1, 2003, must meet the requirements of the Alabama Prospective Teacher Testing Program.
- Alabama does belong to the Interstate Certification Compact and has pacts with NCATE and the NASDTEC Interstates as well.

➤ Renewal Requirements

Continuation

- Verification of:
 - 3 years of satisfactory educational experience and either 5 allowable Continuing Education Units which equates to 50 clock hours of professional development, or 3 semester/4 quarter hours of allowable credit **(OR)**
 - 5 allowable CEUs and 3 semester/4 quarter hours of allowable credit **(OR)**
 - 6 semester/9quarter hours of allowable credit.
- All education experience, CEUs, and credit hours applied toward the continuation of a certificate must be completed during the valid period of the certificate and prior to September 1 of the year of expiration of the certificate.
- Professional certificates will not be continued prior to the calendar year of their expiration.
- Professional certificates shall be valid for five years.

Testing

- Applicants for initial Professional Educator Certificates or the alternative certificates on or after January 1, 2003, must meet the requirement of the Alabama Prospective Teacher Testing Program.
 - Currently consists of three basic skills assessments from the ACT WorkKeys System.
 - Criterion-referenced and measures foundational skills.
 - Minimum passing scores are as follows:
 - *Applied Mathematics* and *Reading for Information* scores range from Level 3 to Level 7. Minimum passing score is Level 4 for both tests.
 - Scores for the *Writing* assessment range from Level 1 to Level 5. The minimum passing score is Level 3.
 - By September 2005, Alabama intends to have subject matter tests available to be taken on a voluntary basis by teachers who have not otherwise been able to document that they are highly qualified.
 - As soon as possible, Alabama intends to administer content-area tests for all new teachers seeking initial certification in a discipline through traditional or alternative approaches.
 - Teachers may voluntarily take the PRAXIS II to meet “highly qualified” status.

| Core academic subject area | Cut Score | State Teacher Assess- ment Cut off Scores Test : Praxis II -Sub- ject Ass- ess- ment |
|----------------------------------|-----------|---|
| Elementary 1-6 | 137 | |
| PLT: Grades PK-3 | NA | |
| Middle School Content Knowledge | 138 | |
| Middle School 5-8 Science | 136 | |
| Middle School 5-8 Social Studies | 145 | |
| Middle School 5-8 Math | 139 | |
| Art | NA | |
| Biology | 142 | |
| Chemistry | NA | |
| Composite Science | 152 | |
| Earth Science | NA | |
| Economics | 500 | |
| English | 151 | |
| Geography | NA | |
| Government/Political Science | NA | |
| History | 139 | |
| Math | 118 | |
| Music | NA | |
| Physics | NA | |
| Social Studies | 150 | |
| Spanish | 144 | |

Majors and Minors

- Among the 29 bachelor degree-granting institutions, the average minimum number of semester hours in an academic major is 32, the average number of required upper division hours (junior level or above) is 19, and the average required minimum grade point average is 2.0.
- A major equivalency, as defined by the State Board of Education, requires the same hours as a major.
- Alabama stopped issuing minors in the early 1980's, although they have renewed certificates for persons who earned certificates based on a minor and have met renewal requirements.

Composite Degrees

Alabama provides middle/secondary certification in three cross-discipline areas:

- English Language Arts
- General Science
- General Social Science

A teacher who holds certification in one of those broad areas (has an academic major in one of the categorical subjects included in the broad area) and has earned credit in another categorical subject(s) will be deemed highly qualified to teach the other subject(s).

- Example: A teacher certified in General Social Science who holds an academic major or the equivalent in history and has earned credit in civics and government (political science) will be deemed highly qualified in both history and political science.
- This is primarily to meet the needs of small schools.

Middle School

- Middle School certificates cover grades 4-8.
- Secondary certificates cover grades 6-12.
- Middle level endorsements may be added to elementary education certificates.
- Middle school certification can be obtained in the three cross-discipline areas as outlined in composite degrees.

Student Teaching Requirements

- The current minimum requirement is 12 weeks of student teaching experience.
 - On July 13, 2004, the State Board of Education will increase that to a full semester.
 - Most institutions already require a full semester of student teaching experience.
- It is preferable that experience includes more than one classroom and grade level.

- Candidates should have full instructional responsibility for at least twenty days, ten that are consecutive.

No Child Left Behind

- **A highly qualified teacher is one who meets the following criteria as set forth by Alabama State Department of Education:**
- Elementary Teachers new to the profession (employed for the first time in an Alabama public school after the first day of school, 2002-2003.)
 - Holds at least a valid Class B Professional Educator Certificate, Special Alternative Certificate, or Preliminary Certificate in Early Childhood Education, Elementary Education, or an area of Special Education that includes elementary grades and is assigned to a grade(s) covered by that certificate (**AND**)
 - Has passed a state test covering subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (**OR**)
 - Has earned at least 12 semester hours of credit in each of four disciplines: English Language Arts, including reading and writing, mathematics, science, and social studies (**OR**)
 - Holds a Class A or Class AA Professional Educator Certificate in Early Childhood Education, Elementary Education, or an area of Special Education that includes elementary grades (**OR**)
 - Has 5 years of full-time teaching in the discipline and holds a valid National Board for Professional Teaching Standards certificate in the specific discipline or in a broad category appropriate to the specific discipline.
- Middle/Secondary Teachers new to the profession who teach a “core academic subject”:
 - Holds at least a valid Class B Professional Educator Certificate, Alternative Baccalaureate-Level Certificate, special Alternative Certificate, or Preliminary Certificate for every core academic subject the teacher teaches (**AND**)
 - Has passed a state academic subject test in each of the academic subjects she/he teaches (**OR**)
 - Has completed, in each of the subjects she/he teaches, an undergraduate academic major as verified on a college/university transcript (**OR**)
 - Has earned a graduate degree in each of the subjects she/he teaches (**OR**)
 - Has completed coursework equivalent to an undergraduate academic major in every subject she/he teaches (**OR**)
 - Holds a Class A or Class AA Professional Educator Certificate endorsed in every subject she/he teaches (**OR**)
 - Has 5 full years of full-time teaching in the discipline and holds a valid National Board for Professional Teaching Standards certificate in the

specific discipline or in a broad category appropriate to the specific discipline.

- Is teaching one or more English Language Arts courses, holds certification in ELA, has an academic major or the equivalent in an area included in ELA, and is teaching courses in another area of ELA for which the teacher has earned credit (**OR**)
 - Is teaching one or more science courses, holds certification in General Science, has an academic major or the equivalent in an area of science and is teaching courses in another area of science for which the teacher has earned credit (**OR**)
 - Is teaching one or more social science courses, holds certification in General Social Science, has an academic major or the equivalent in an area of social science and is teaching courses in another area of social science for which the teacher has earned credit.
- An elementary teacher not new to the system:
Requirements are the same as an elementary teacher new to the system with the addition of this option:
- Holds a Class A or Class AA Professional Educator Certificate in an area closely related to elementary education and has ten or more years of full-time teaching experience at the elementary level.
- A middle/secondary teacher not new to the system:
Requirements are the same as a teacher new to the system with the addition of these options:
- Holds a Class A or Class AA Professional Educator Certificate in an area closely related to the subject(s) she/he teaches and has ten or more years of full-time teaching experience in the subject(s) the teacher teaches.

Rural Flexibility Rule

Alabama is currently investigating the NCLB Title VI definition of “rural” to determine the impact and applicability of the new flexibility for rural teachers in Alabama school systems.

Alabama is currently in discussion with the U.S. Department of Education to receive further guidance related to this point.

Alternative Ways to Achieve Highly Qualified Status

Teachers may voluntarily take the Praxis II tests that have been validated for use in meeting the Alabama Model for Identifying Highly Qualified Teachers.

Teachers may apply for the HOUSSE (Highly Objective Uniform State Standard of Evaluation) option to achieve highly qualified status.

Categories on this application are:

- College Coursework in Content Area
- College Coursework in Professional Studies Related to Content Area
- Professional Development Related to Content Area
- Professional Activities Related to Content Area

- Years of Public School Experience in the Content Area
- Recognition in the Content Area

As of March 18, 2004, HOUSSE applications had been received from all but 42 LEAs.

National Board Certified

The state of Alabama will pay the \$2300 assessment fee for candidates who pass the selection process for up to 100 candidates.

- The selection process:
 - Submit an application.
 - A two page or less, single-spaced profile of his/her approach to teaching.
 - A 15 minute uncut and unedited, videotaped teaching demonstration.
 - A two page or less, single-spaced typed commentary which analyzes the teaching and learning that was videotaped.
- Candidates who become board certified will receive a \$5,000 salary supplement annually.

New Teacher Support System- Mentoring

Alabama Resolution- adopted June 10, 2004

These are the nine standards for teacher induction and mentoring programs endorsed by the State Department of Education for use in working with the 129 local school systems to enhance the quality of induction and mentoring activities statewide to increase the effectiveness of beginning teachers. These standards are:

- Have goals that reflect local needs and are aligned with the goals of the district and the state.
- Have formal structures, policies, and procedures that support program implementation and address the following:
 - Induction
 - Mentoring process
 - Mentor training
 - Collaborative problem-solving and decision-making
- Have administrative leadership and commitment at the district and building level with designated persons responsible for implementation.
- Have confidentiality policies that guarantee the integrity of the mentoring relationship.
- Have clearly defined roles and responsibilities for mentors.
- Have identified criteria and methods for mentor selection and matching.
- Have adequate human and financial resources available to provide for effective implementation.
- Have mentor training and new teacher orientation provided prior to the opening of school and ongoing, high-quality professional development for mentors and protégés throughout the school year.
- Have an evaluation plan for program improvement and accountability and to provide feedback to all stakeholders.

State Teacher Standards

The teacher standards for Alabama can be found at:
[http://www.alsde.edu/ Sections/ Teacher Education & Certification/ Publications/ Documents/ Teacher Education Standards AND Teacher Certification Rules \(.02 Approaches to Certification\)](http://www.alsde.edu/Sections/TeacherEducation&Certification/Publications/Documents/TeacherEducationStandardsANDTeacherCertificationRules(.02ApproachesToCertification))

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contacts

Department of Education

Teacher Education and Certification

PO Box 302101

50 North Ripley Street

Montgomery, AL 36130-2101

Voice: 334/242-9560

Member Web Site - <http://www.alsde.edu/> [Click on](#)

Approved Programs - <http://www.alsde.edu/> [Click on](#)

Email Address – Dr. Jayne A. Meyer, Director of Teacher Education and Certification
jmeyer@alsde.edu

Alaska

Licensing

➤ *Types/Stages of Licensure*

○ **Standard Teaching Certificate**

Standard certification is issued for five years. This certificate requires at least a bachelor's degree from a regionally accredited institution; completion of an approved teacher education program; recommendation from the preparing institution; six semester hours credit earned within five years just prior to application; two completed fingerprint cards, official transcripts and Praxis I passing scores.

○ **Advanced Teacher Certificate**

An advanced certificate is valid for life. This certificate requires a teacher to present a certificate from National Board for Professional Teaching Standards. A background check is also required.

○ **Limited Certificate (Alternative system)**

A limited certificate is issued for three years and may be renewed with three semester hours of credit. A baccalaureate degree is not a required if the applicant demonstrates subject matter expertise and teaching competency.

- Alaska Native language or culture limited certificate requires a resume demonstrating competency in an Alaska Native Language or at least four years experience with Alaska Native culture and two letters of recommendation.
- Military science (ROTC) limited certificate requires that the applicant submit a resume and is a Junior Reserve Officer Training Corps (JROTC) Instructor.
- Vocational or technical limited certificate requires four years of work experience in a trade, two of which may be in a vocational school and two letters of recommendation from past employers.

○ **Provisional Certificate**

Alaska will issue a two-year, nonrenewable Provisional certificate to an initial applicant who meets other certification requirements, but who has not earned three semester hours each of Alaska studies and multicultural education or cross-cultural communication.

- **Temporary Certificate**

A one year, nonrenewable temporary certificate is issued to an applicant who has three years teaching experience but has not had an Alaska teaching certificate and does not have six semester hours of recency credits, which are credits attained within the last five years.

- **Emergency Certificate**

An emergency certificate is issued for one school year and is nonrenewable. This certificate is issued when no qualified, licensed persons can be hired as determined by the commissioner.

- ***Out of State License***

- **Out of State Provisional Certificate**

A three year, nonrenewable provisional certificate is issued to applicants who submit passing Praxis I scores, a valid out of state certificate, fingerprint cards, official transcripts, and notarized application. Alaska belongs to the Interstate Certification Contract and has agreements with almost every state.

- **Out of State Preliminary Certificate**

A one-year, nonrenewable preliminary certificate is issued to applicants who hold a current out of state teaching certificate. Passing Praxis I or CBEST scores will result in an extension of the preliminary certificate for two more years.

- ***Renewal Requirements***

A Standard teaching certificate is renewable with six semester or nine quarter hours earned during the previous five years, from a regionally accredited institution. Three of the six hours must be upper division or graduate level; the remaining three may be continuing education or with prior approval, nonacademic credits.

- ***Alternative Systems of Attaining a Teaching License***

See Licensing, Types of License- Limited Certificate

Testing

- ***Testing Requirement***

Praxis I: PPST testing is required for the initial five-year certificate/license.

➤ ***Testing History***

The Praxis I testing requirement was established in 1998.

➤ ***Types of Testing***

○ **Content Area- (Scores- See Chart Following)**

There are currently no required tests in this area. Praxis II tests are being used as an alternate method of reaching highly qualified status for NCLB.

State Teacher Assessment Cut Off Scores
Test: Praxis II- Subject Assessment

| Core academic subject area | Cut Score |
|--|-----------|
| Elementary Content Knowledge 1-6 | 143 |
| Elem Ed, Curriculum, Instruction, Assessment K-6 | 156 |
| Middle School 5-8 English/LA | 154 |
| Middle School 5-8 Science | 136 |
| Middle School 5-8 Social Studies | 147 |
| Middle School 5-8 Math | 145 |
| Art | 155 |
| Biology | 139 |
| Chemistry | 139 |
| General Science Content Knowledge | 149 |
| Earth Science | 144 |
| Economics | N/A |
| English | 158 |
| Geography | 590 |
| Government/Political Science | 610 |
| World and US History | 440 |
| Math | 119 |
| Music | 148 |
| Physics | 129 |
| Social Studies | 150 |
| Spanish | 152 |

- **Basic skills-**

- **Praxis I**

- The Praxis I PPST test of reading, writing and math skills is used with passing scores of reading 175, writing 174, and math 173.

OR

- **CBEST**

- An original CBEST passing status verification card with a score of at least 123 and not less than 37 individual is also acceptable.

- ***Test in every area or core area***

- Testing is only in the core areas of science, languages and mathematics.

Majors & Minors

- ***Major-***

- **Semester Hours**

- Thirty semester hours are required for a major.

- ***Minor-***

- **Semester Hours**

- Eighteen semester hours are required for a minor.

- ***Current Use of Minor***

- Alaska does grant certificate endorsements based on a minor e.g. an applicant with a degree in secondary mathematics education and a minor in physics would receive a certificate with the following endorsements: Math grades 7 - 12; Physics grades 7 - 12. However, this teacher would not be considered "highly qualified" to teach physics based on the endorsement, since we do not accept minors as evidence of "highly qualified" status.

➤ ***2006 Use of Minor***

A teacher will not be allowed to teach with a minor in 2006 according to the highly qualified requirements.

Composite Degrees

➤ ***Semester Hours***

A composite degree is not available in Alaska.

➤ ***Currently in use***

A General Science degree is available but it leads only to a General Science 7-9 endorsement. General Science Teachers are not “highly qualified” under NCLB to teach anything other than courses entitled General Science. A degree in broadfield science only makes a person highly qualified in general science. A broadfield degree in social studies make a person highly qualified in social studies not in individual subjects within social studies.

Middle School

➤ ***Middle School Definition***

Middle School is defined as grades six through eight.

➤ ***Current Teaching Qualifications***

An elementary or a secondary bachelor’s degree and teaching license is required.

➤ ***2006 Teaching Qualification- see also NCLB Highly Qualified & AK-Appendix-A***

○ **A new Middle School Teacher must:**

For each core content subject they teach, new middle school teachers may either;

- Hold a major (or equivalent coursework) or degree, OR
- Pass an appropriate State identified test.

○ **An experienced Middle School Teacher must:**

For each core content subject they teach, experienced middle school teachers may either:

- Hold a major (or equivalent coursework) or degree, OR

- Pass an appropriate State identified test, OR
- Fulfill the requirements of the High Objective Uniform State Standard of Evaluation.

Student Teaching Requirements

➤ ***Number of Weeks***

The individual program determines the number of weeks required for student teaching but the teacher education program must be from a regionally accredited institution.

➤ ***Minimum GPA***

A cumulative grade point average of 2.5 is required to enter the teacher education program.

NCLB

➤ ***In order to be considered “highly qualified” under NCLB, a teacher must:***

- Hold at least a bachelor’s degree; AND
- Hold a full Alaska Teacher certificate (temporary, emergency, and preliminary are not “full certificates; a provisional is a full certificate for NCLB purpose); AND
- Have completed an additional NCLB specified requirement in each subject area the teacher teaches.

➤ ***Requirements for Veteran Teachers***

- **An experienced secondary teacher must:**
 - Hold a major (or equivalent coursework) or a degree in each core content area the teacher teaches (a minor will not satisfy the highly qualified requirement); OR
 - Pass a State identified test in each core content area the teacher teaches; OR
 - Fulfill the requirements of the High Objective Uniform State Standard of Evaluation.

- **An experienced elementary teacher must:**
 - Pass a State identified test that measures subject knowledge and teaching skills in reading, writing, mathematics and other areas of the basic elementary school curriculum; OR
 - Fulfill the requirements of the High Objective Uniform State Standards of Evaluation.

➤ ***Requirements for New Teachers as of July 2006***

- **A new secondary teacher must:**
 - Hold a major (or equivalent coursework) or a degree in each core content area the teacher teaches (a minor will not satisfy the highly qualified requirement); OR
 - Pass a State identified test in each core content area the teacher teaches.

- **A new elementary teacher must:**

Pass a state identified test that measures subject knowledge and teaching skills in reading, writing, mathematics and other areas of the basic elementary school curriculum. *It is important to note that an undergraduate or graduate degree in elementary education does not make a teacher “highly qualified” under the NCLB Act.*

➤ ***Rural Flexibility Rule***

A district must qualify for eligibility under the small, rural school achievement program then may employ a middle or high school teacher who is not highly qualified in all core academic subjects taught by the teacher if

- the teacher is highly qualified in at least one core academic subject taught by the teacher;
- the district provides professional development and other assistance to the teacher that is intended to result in the teacher becoming highly qualified in all core academic subjects taught by the teacher within the time allowed under this section; AND
- the district requires the teacher to become highly qualified in all core academic subjects taught by the teacher
 - within three years of the date of hire, if the district hired the teacher after March 15, 2004; OR

- by the start of the 2007-08 school year, if the district hired the teacher before March 15, 2004

➤ ***Use of Portfolios***

The state of Alaska is using the HOUSSE portfolio system to enable veteran teachers to become highly qualified.

Terminology “Major Equivalency”

An academic major is equivalent to 30 semester hours of study in that area.

National Board Stipend

Grant money is available to applicants but no stipend is offered. Various districts independently offer addition pay upon National Board Certification.

New Teacher Support System-mentoring

Teacher mentoring programs have been put in place by several professional organizations but are not being mandated by the state; however it is a part of the school improvement plans.

Teacher Standards

The general performance In-task standards for Alaska can be found at <http://www.eed.state.ak.us/standards/>.

State Contacts

Department of Education and Early Development
Teacher Education and Certification
801 West 10th Street, Suite 200
Juneau, AK 99801-1894
(907)465-2831

Web Site <http://www.eed.state.ak.us/teachercertification>

Email cynthia_curran@eed.state.ak.us
ardy_miller@eed.state.ak.us

Arizona

NAMES, TYPES, AND LENGTHS OF LICENSES:

- Provisional Elementary Education Teaching Certificate K-8
 - Issued for two years.
 - Not renewable, but may be extended once for two years
 - Must have bachelor's degree and pass the elementary professional knowledge portion of the Arizona Educator Proficiency Assessment and the elementary education subject knowledge portion of the Arizona Educator Proficiency Assessment.
 - Must have course work on Arizona and U.S. constitution. Given three years to complete this requirement unless teaching in history, government, social studies, citizenship, law, or civics. Then you have one year to complete.

- Standard Elementary Certificate
 - Valid for six years and is renewable.
 - Issued only after a Provisional Elementary Certificate has been held for two years.
 - Forty-five clock hours or three semester hours of instruction in research-based systematic phonics from an accredited institution or other provider.
 - Passing score on the performance portion of the Arizona Educator Proficiency Assessment.

- Provisional Secondary Education Teaching Certificate 7-12

Same as for the elementary certificate except that the secondary portion of the professional knowledge and subject knowledge tests must be passed.

- Standard Secondary Certificate

Same as for elementary

IN-STATE VS. OUT-OF-STATE REQUIREMENTS:

- Valid elementary certificate from another state can be used to qualify for a Provisional Elementary Education Teaching Certificate K-8.

- Valid elementary certificate from another state can be used to qualify for a Provisional Secondary Education teaching Certificate 7-12.

RENEWAL REQUIREMENTS:

The Standard Elementary Certificate and the Standard Secondary are renewed for six years upon completion of 180 clock hours in a professional development program.

ALTERNATIVE SYSTEMS FOR ATTAINING A TEACHING LICENSE:

NOTE: Arizona law allows non-certified teachers in any charter school classroom.

- Alternative Secondary Certificate
 - Grades 7-12
 - To enter program:
 - Verified in writing by Arizona Department of Education designee
 - Bachelor's degree
 - Arizona Teacher Proficiency Exam (ATPE), Basic Skills Component
 - Major in each subject to be taught
 - OR
 - A minimum of 30 semester hours in each subject to be taught from regionally accredited institution AND passing score on a State Board approved exam in each subject area to be taught
 - Program description:
 - In college or local school district with assistance from state
 - Individual completes 3-phase program with evaluation at end of each period to determine if he/she should proceed
 - Phase 1-4 weeks of training--actual classroom observation and academic instruction
 - Phase 2-10 weeks of classroom teaching (under supervising team); teacher must be observed a minimum of 1 period per week.
 - Phase 3-12 weeks teacher has full control of classroom; must be observed minimum of 1 period per month.
 - After completing program, individual can be recommended to state for regular certificate. If individual holds bachelor's degree, a Standard Secondary Certificate is issued. This is valid for 6 years and renewable.

- During initial year of certification, the following deficiencies must be satisfied:
 - Arizona Constitution (college course or appropriate exam)
 - U.S. Constitution (college course or appropriate exam)
 - Number of credit hours: Not specified
- Who evaluates:
LEA and IHE when involved
- Length of time:
Initial 26-week period

➤ Emergency Certificate

- Grade levels /Subject areas covered:

K-12 or Elementary or Secondary or Special Ed

- Requirements to enter:
 - A bachelor's degree
 - Local school district and county superintendent certifies no qualified teacher can be found
- Program Description:
 - Seldom issued in metropolitan areas
 - Usually used in isolated, remote areas
 - Certificate valid only for specific school district and specific assignment for which it was issued
 - Number of hours to complete: 6 semester hours each year
- Who operates:
LEA

TESTING:

- Required for initial licensure:
See above
- How long they have been testing?
Arizona has been testing since late 1998.
- Kinds of tests used:
See above
- Tests in every area or in core areas?
Every area tests.

MAJORS AND MINORS (SEMESTER HOURS FOR EACH):

- Minors currently allowed or not?
 - A rigorous state exam in the content area being taught is required.
 - No specific coursework requirements.
- Will minors be allowed in 2006?
No plan to change from above

COMPOSITE DEGREES IN SCIENCE AND SOCIAL STUDIES:

- Science
 - Semester hours?
12 hours in life science;
12 hours in physical science
 - Still using them? Yes
Used primarily at the middle school level

➤ Social Studies

- Semester hours?

24 hours in economics; test in each area (history, political science/government or geography)

- Still using them? N/A

MIDDLE SCHOOL

➤ Grades making up middle school:

Any combination of grades 5-9

➤ Teacher qualifications for middle school now;

- A valid Arizona Elementary or Secondary Certificate
- Six semester hours of courses in middle grade education to include one course in early adolescent psychology and one course in middle grade curriculum.
- A practicum or one year of verified teaching experience in grades 5-9

➤ Teacher qualifications for middle school in July 2006:

None given

STUDENT TEACHING REQUIREMENTS:

➤ Number of weeks required:

Eight Semester Hours

➤ Minimum grade point average:

The IHE determines the grade point average required for student teaching. No minimum GPA set by Department of Education

NO CHILD LEFT BEHIND:

- Definition of highly qualified—AZ – Appendix - A
- Requirements for veteran teachers:
Certification rules in Arizona are currently on an “open docket”.
- Requirements for new teachers as of July 2006:
Proposed rule changes include tier-certification, reciprocity, and renewal of certificates.
- Rural Flexibility Rule (What’s being done?) N/A
- Portfolios N/A
- Use of term “major equivalency” N/A

NATIONAL BOARD-PAYING A STIPEND?

- Arizona State University utilizes NBPTS Candidate Subsidy funds to support 90 candidates at \$1000 toward the certification fee.
- Individual school districts vary in the amount of support and financial aid they make available to teachers going for board certification. This support varies from free days for preparing their portfolios to a portion or all of the fee being paid to a stipend of from \$1500 to \$5000 per year being given for each of the ten years the certificate is valid.

NEW TEACHER SUPPORT SYSTEM (MENTORING)

As of March 14, 1998, the state of Arizona required no mentoring of beginning teachers. This was left up to each school district.

State Teacher Standards

The teacher standards for Arizona can be found at:

<http://www.azsos.gov>

R7-2-602. Professional Teaching Standards

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contacts

Teacher Certification

Arizona Department of Education

1535 West Jefferson Street

P.O. Box 6490

Phoenix, AZ 85005

Voice: 602/542-4367

Member Web Site - <http://www.ade.state.az.us/certification>

Email Address - jpentek@ade.az.gov

Arkansas

License

- **Provisional Teaching License**
A temporary teaching license available to candidates who have not met all requirements for the Initial or Standard Arkansas teaching license.
- **Standard Non-Instructional License**
A five-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.
- **Initial Teaching License**
 - A 3 year license which allows one to teach in Arkansas public schools.
 - The Initial license is issued only in areas and levels of licensure as approved by the State Board of Education.
 - The Initial license may be issued to: teachers who have completed an approved teacher education program from a regionally and/or NCATE accredited college or university, or teachers who have completed the Non-Traditional Teacher Licensure Program, or teachers who are prepared out-of-state, but did not license.
 - Official transcripts from the college or university.
 - Praxis I & Praxis II scores: and if trained in another state, a copy of a valid teaching certificate from that state.
 - Applicants must also submit to a state and national background check on fingerprint cards provided by the Arkansas Department of Education.
- **Standard Teaching License**
A five-year renewable license, issued by the state, which allows one to teach in Arkansas Public Schools.
- The Standard License is issued to:
Initial License holders who have successfully completed the state required induction for novice teachers, or Provisional License holders (Non-traditional Teacher Licensure Program) who have successfully completed the state required Induction for novice teachers, or teachers who have completed all requirements for Standard licensure through reciprocity.

In-State versus Out-State Requirements

Any applicant possessing a valid (unexpired) standard teaching license from another state or country.

- **General Requirements**
 - Complete the application form
 - Criminal background check process
 - and provide official transcripts indicating at least a Bachelor's

degree (Master's degree when required) to the Office of Professional Licensure.

- Hold or be eligible to hold a valid teaching license from another state or country.
- A copy of the valid out-of-state or documentation of eligibility to hold a standard out-of-state teaching license must be provided to the Office of Professional Licensure.

Renewal Requirements

Licensure is based upon a five-year cycle, and requires the applicant provide evidence of: (a) at least two years (240 days) of teaching experience out of the past 6 years, **OR** (b) document teaching for 120 days within the last year the license was effective **OR** (c) official transcripts documenting six hours of college coursework with the licensure area during the past six years.

Alternative Teacher Certification Routes in Arkansas

- Non-Traditional Licensure Program
The teacher-training program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree and are allowed to teach in an Arkansas school via a Non-Traditional Provisional license.
- REQUIREMENTS TO ENTER PROGRAM
 - Official Transcript(s) with degree(s) posted, demonstrating a bachelor's degree or higher from each accredited college or university attended with a minimum 2.5 GPA.
 - Out of country transcripts must be evaluated prior to application by an independent in-country evaluation agency.
 - Academic credentials must be documented as being equal to a bachelor's degree or higher from an accredited U.S. college or university.
 - Praxis I passing scores
 - Praxis II (content area) passing tests scores
 - Summary of work history (resume)
 - Three professional references
 - Cover letter
 - NTLP application
- REQUIREMENTS TO RECEIVE NTL PROVISIONAL LICENSE
 - First Year

- Verification of employment by an Arkansas School
 - Payment of the \$750 NTLF fee
 - Mandatory attendance of all summer preparation sessions
 - Arkansas and FBI Background Check clearance
- Second Year
 - Verification of employment by an Arkansas School
 - Payment of the \$750 NTLF fee
 - Mandatory attendance of all preparation sessions
 - Praxis II Principals of Learning and Teaching passing score, or Praxis II Content Area Pedagogy passing score(s)

Testing

Praxis III, Praxis II, Praxis I

- The Arkansas Department of Education requires the Praxis I: Pre-Professional Skills Tests in Reading, Writing, and Mathematics for entry into teacher by institutions with the approved program.
- Test Code Test Name Qualifying Score
 - 10710 PPST Reading 172
 - 20720 PPST Writing 173
 - 10730 PPST Mathematics (calculators prohibited) 171
 - OR
 - 5710 Computerized PPST Reading 172
 - 5720 Computerized PPST Writing 173
 - 5730 Computerized PPST Mathematics (calculators prohibited)
171
- Praxis II tests are more advanced tests of teaching skill and subject area content knowledge. They are generally taken while enrolled in, or towards the end of a teacher preparation program.

State Teacher Assessment Cut off Scores

Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary K-8 | * |
| PLT: Grades K-4 | 159 |
| Middle School 5-8 English/LA | 139 |
| Middle School 5-8 Science | 139 |
| Middle School 5-8 Social Studies | 139 |
| Middle School 5-8 Math | * |
| Art | * |
| Biology | 142 |
| Chemistry | * |
| Composite Science | * |
| Earth Science | 145 |
| Economics | * |
| English | 159 |
| Geography | * |
| Government/Political Science | * |
| History | * |
| Math | 116 |
| Music | 150 |
| Physics | * |
| Social Studies | 155 |
| Spanish | 155 |

• The

Praxis III is required to convert an Arkansas Initial Teaching License to a Standard Teaching License

Arkansas has been testing for teacher licensure since 1985.

Majors and Minors (Credit Hours)

➤ Semester hours

Majors and minors used for licensure are determined by the course of study of the universities. Licensure of minors has been and will be determined by the course of study of the universities,

Composite Degrees

- Composite Degrees in Science & Social Studies –
integrated licenses—must have certification in life science, earth science, history, and geography—given 3 years to attain certification.

Middle School

- Grades 4 through 8 are considered middle school in Arkansas.
- Teaching Qualifications Now & In July 2006 for middle school-
 - Teachers assigned to teach in a field that is out of their current level of licensure, must complete an approved performance-based program of study, as defined by an Arkansas university, and pass the required assessment(s) for the new licensure area. The application, when submitted, must bear the signature of the university's Licensure Officer verifying completion of their program of study. Test score(s) and transcript must be attached.
 - Required assessments:
 - Praxis II: Middle School: Content Knowledge
 - ALSO REQUIRED: 3 semester hour college course in Arkansas History

Student Teaching

- Student teaching must be done in a multicultural setting,
- have more than one group of students,
- visits by the supervisor are required,
- have mentor teacher training, and meet the standards for cooperating teachers.
- Student teachers must teach **12 weeks** and have a **minimum GPA of 2.5**.

No Child Left Behind

➤ **Definition of Highly Qualified**

Arkansas code requires qualified teachers in every public school classroom. In line with NCLB, it requires subject matter competency and ongoing professional development and prohibits out-of-field teaching beginning in 2006.

➤ Requirements for Veteran Teachers – yet to be determined

➤ Requirements for New Teachers as of July 2006 – federal guidelines

➤ Rural Flexibility

Arkansas is allowing teachers extra time to become HQ under the rural flexibility rule.

➤ Use of Portfolios – yet to be determined

“Major Equivalency”

Major Equivalency in Arkansas is allowed based on accredited university’s evaluation.

National Board – Paying a Stipend? –

- “Starting bonus” means a one-time bonus given during the school year in which an individual first obtains National Board certification.
 - The amount is \$3,000 in 2003-2004, \$4,000 in 2004-2005, and \$5,000 thereafter.
- This provision shall apply only to the extent that necessary funds are appropriated to the Department. 3.08
- “Yearly bonus” means a bonus that a NBCT receives in each of years two (2) through ten (10) of the 10-year life of the certificate.
 - The amounts are \$3,000 in 2003-2004, \$4,000 in 2004-2005, and \$5,000 thereafter. This provision shall apply only to the extent that necessary funds are appropriated to the Department.

New Teacher Support System - Mentoring

All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines and the district’s approved plan for mentoring. Implementation of the district mentoring plan shall include selecting mentor candidates according to the Arkansas Mentor Qualifications form providing a trained mentor for each novice teacher. Support includes: providing a minimum of 2 hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together,

assisting the novice and mentor to schedule focused observations and professional development activities, and providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development.

State Teacher Standards

Teaching standards for Arkansas may be found at:

Web Address: http://arkedu.state.ar.us/teachers/competency_areas_p1.html

Please refer to the State Teacher Standards matrix for an overview.

State Contacts

Arkansas Department of Education

#4 State Capitol Mall - Room 405B

Little Rock, AR 72201

Voice: 501/682-4344

Member Web Site - <http://arkedu.state.ar.us/teacher.html>

California

NAMES, TYPES, AND LENGTHS OF LICENSES:

- STEP 1: Two-Year Preliminary Credential-issued on verification of the following minimum requirements:
 - Bachelor's or higher degree.
 - Teacher Preparation Program including student teaching with a grade of "C" or better.
 - CBEST-California Basic Educational Skills Test
 - During this two-year period, you must complete requirements #4,5, and 6 for STEP 2.

- STEP 2: Three Year Extension of Two Year Preliminary-issued from the expiration date of the two year preliminary credential on successful completion of the following requirements:
 - U.S. Constitution-A college level course or examination
 - Teaching of Reading-An approved course or Praxis Series Subject Assessment.
 - Subject-Matter Competence-Appropriate subject assessment
 - You may combine STEPS 1 & 2 for issuance of a five-year preliminary credential.

- STEP 3: Professional Clear Credential-issued on completion of the following additional requirements:
 - Fifth Year Program-Usually defined as an organized program of 30 semester units beyond receipt of the Bachelor's degree. You will need the recommendation of a fifth year outside of California.
 - Health Education-Including drug and alcohol abuse, nutrition, and training in cardiopulmonary resuscitation (CPR).
 - Special Education-Mainstreaming.
 - Computer Education-Using computers in an educational setting.

The professional clear credential is issued for 5-year periods. During each 5-year period, you must complete 150 clock hours of professional growth activities and one-half year teaching experience.

IN-STATE VS. OUT-OF-STATE REQUIREMENTS: None given

RENEWAL REQUIREMENTS:

The professional clear credential is issued for 5-year periods. During each 5-year period, you must complete 150 clock hours of professional growth activities and one-half year teaching experience.

ALTERNATIVE SYSTEMS OF ATTAINING A TEACHING LICENSE:

- Internships
 - District Intern Program
 - Provides formal teacher preparation to qualifying individuals concurrent with their first year or two of paid teaching.
 - Following entrance requirements:
 - Possession of a baccalaureate degree or higher
 - Verification of subject matter competency by examination or completion of a state approved academic major in the subject area to be taught.
 - Passage of the California Basic Educational Skills Test (CBEST)
 - Completion of a U.S. Constitution course or examination
 - Fingerprint clearance
 - Individualized Intern Certificate
 - Designed for persons who are serving as teachers of record, who have demonstrated subject matter competence, and who are not enrolled in an existing district or university internship program, but who have portions of their pedagogical preparation and supervised fieldwork to complete
 - Persons must have met all of the college or university admissions requirements of a teacher certification program
 - Teacher candidate must have completed:
 - A baccalaureate degree from a regionally accredited college or university or the equivalent
 - Passage of the California Basic Educational Skills Test
 - Attainment of subject matter competence either by CCTC approved exam or approved program in the area of the teaching assignment
 - Character identification
 - Demonstrated knowledge of the United States Constitution

- Troops-To-Teachers
 - Geared toward retiring or separating active duty military personnel and defense workers who wish to begin a new career in public education
 - The Defense Activity determines eligibility and selection for Non-Traditional Education Support (DANTES)

- University Internship
 - Well suited for individuals who seek to obtain classroom and practicum experience while completing the coursework toward the preliminary or professional clear credential.
 - Provides formal teacher preparation to qualifying individuals concurrent with their first year or two of paid teaching
 - Selection process varies by program

- Private School Experience
 - Designed to reduce barriers for individuals with teaching experience in the private accredited schools to serve in the public schools
 - Individual must have at least three years full-time teaching experience teaching in an accredited private school
 - For those individuals with six years of full time teaching experience, the Commission waives the requirements for completion of a program of preparation as long as the individuals: (1) submits two years of rigorous performance evaluations while teaching in an accredited private school, based on criteria determined by the Commission, on which the applicant received ratings of satisfactory or better; and (2) the individual meets the California requirements for teacher fairness.
 - For individuals with three years of full-time teaching experience in an accredited private school, the Commission shall waive the requirements for completion of the professional field experience component of a program of professional preparation as long as the individual: (1) submits evidence of two years of rigorous performance evaluations while teaching in an accredited private school, based on criteria determined by the commission, on which the applicant received ratings of satisfactory or better; and (2) the individual meets the California requirements for teacher fitness.

TESTING:

- Required for initial licensure: Yes
- How long have they been testing?

CBEST has been used since 2/1/83.

Praxis II series have been used since late 1995.

Note: These tests are being phased out to be replaced by California's own subject matter competence exams for all credential subject areas. These are called the California Subject Examinations for Teachers (CSET) Series.

- Kinds of tests used
 - CBEST-examination includes three parts: reading, writing and mathematics
 - Praxis Series

- Tests in every area or in core area? Every area

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | |
| PLT: Grades K-6 | |
| Middle School 5-8 English/LA | |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | 313 |
| Biology | |
| Chemistry | |
| Composite Science | None set |
| Earth Science | None set |
| Economics | |
| English | None set |
| Geography | |
| Government/Political Science | |
| History | |
| Math | None set |
| Music | 339 |
| Physics | |
| Social Studies | None set |
| Spanish | 184 |

MAJORS AND MINORS (SEMESTER HOURS FOR EACH):

- Minors currently allowed or not?

California issues a document called a “supplementary authorization” that can be obtained by someone with a full teaching credential in another subject area, and those supplementaries are roughly based on requirements for a minor.

- Will minors be allowed in July 2006?

New teachers must demonstrate subject matter knowledge equivalent to a bachelor’s degree in order to qualify for certification in the primary or added subject area. This policy will likely continue beyond 2006.

COMPOSITE DEGREES IN SCIENCE AND SOCIAL STUDIES:

It appears veteran teachers can demonstrate subject matter competency in areas involved rather than having to have majors in all areas.

MIDDLE SCHOOL:

- Grades making up middle school:

Middle school is made up of grades 6-7-8.

- Teacher qualifications for middle school now:

Middle school teachers may possess either a Multiple Subject or a Single Subject Credential. Multiple Subject Credential holders generally add to their credential by obtaining a “supplementary authorization” in a specific discipline. This authorization allows elementary school teachers to teach that particular subject in middle school or through the ninth grade.

- Teacher qualifications for middle school in July 2006:

A special middle school authorization is not required in California at this time and this is not expected to change.

STUDENT TEACHING REQUIREMENTS:

- Number of weeks required:

At least one semester

- Minimum grade point average: Each institution may set its own GPA

NO CHILD LEFT BEHIND:

- Definition of highly qualified: See CA – Appendix A
- Requirements for veteran teachers: See CA – Appendix A
- Requirements for new teachers as of July 2006:

California is challenged to meet the NCLB requirement that by 2005-2006, all teachers be “highly qualified”, meaning they must have a bachelor’s degree, state certification (or be working towards a credential through an alternative route certification program), and have demonstrated knowledge in each subject they teach. In compliance with NCLB, California has adopted new regulations for teacher quality. Specifically only teachers with full credentials or intern certificates/credentials will be considered “highly qualified”.

- **Rural Flexibility Rule** (What’s being done?)

Under the new flexibility, rural teachers who are highly qualified in at least one subject area will have three years to become highly qualified in additional subjects they teach. Currently, California teachers have two years to fulfill the additional requirements to teach other subjects, so the flexibility gives rural teachers one additional year. The administration has not yet detailed which rural communities will be affected by this policy. (04/05/04)

- **Portfolios:** See CA-Appendix A

“Major equivalency”:

It appears that in place of this term they use the phrase “high objective uniform state standard”.

NATIONAL BOARD-PAYING A STIPEND:

- State

A 50% candidate fee subsidy will be awarded to first-time candidates as applications are received. Between December 1, 2004, and January 21, 2005, any unspent Candidate Subsidy Program (CSP) funds will be made available to advanced candidates with a limit of \$700 per candidate.

Support seminars are provided.

California’s National Board for Professional Teaching Standards Certification Incentive Program provides National Board Certified Teachers (NBCTs) who

teach in California K-12 public schools and who opt to teach in a low-performing school with an additional \$20,000 incentive award, to be paid in four annual installments.

➤ Local School Districts

Annual stipends and assistance toward payment for certification varies by district.

NEW TEACHER SUPPORT SYSTEM (MENTORING):

- California Beginning Teacher Support and Assessment Program (BTSA) was state-funded in 1997.
- Programs use The California Formative Assessment and support system for Teachers (CFASST).
- Purposes of BTSA are to:
 - Provide an effective transition into the teaching career for first-and second-year teachers in California
 - Improve the educational performance of students through improved training, information, and assistance for new teachers
 - Enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse
 - Ensure the professional success and retention of new teachers
 - Ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher
 - Improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision makers
 - Establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession
 - Examine alternative ways in which the general public and the education profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence
 - Ensure that an individual induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher
 - Ensure continuous program improvement through ongoing research, development, and evaluation

State Teacher Standards

The teacher standards for California can be found at:

www.ctc.ca.gov/SB2042/SB2042_info.html

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contact

California Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, CA 95814

Voice: 916/445-0184

Member Web Site - <http://www.ctc.ca.gov>

Approved Programs -

http://www.ctc.ca.gov/profserv/programstandards/pppchart_Feb_2002_pdf

Email Address - credentials@ctc.ca.gov

Colorado

Licensing – Provisional, Professional, Master, Alternative, Temporary and Emergency

- a. Names, Types, Lengths, & Fees
 - Provisional – Valid for three years. Initial certificate. Not permanent. \$40.00 application fee. \$40.00 renewal fee. Renewable for three years.
 - Professional – Valid for five years. This certificate follows the Provisional Certificate. Not permanent. \$40.00 application fee. \$40.00 renewal fee. Renewable for five years.
 - Master – Valid for seven years. This certificate follows the Professional Certificate. Not permanent. \$40.00 application fee. \$40.00 renewal fee. Renewable for seven years.
 - Alternative – Valid for one year. Initial certificate. Not permanent. \$40.00 application fee. Nonrenewable.
 - Temporary and Emergency - Valid for one year. Initial certificate. Not permanent. \$40.00 application fee. \$40.00 renewal fee. Renewable one time for one year only.
- b. In-State versus Out-of-State Requirements
 - Provisional – Bachelor’s degree or higher; institutional recommendation verifying satisfactory completion of the approved program of preparation, and confirming the grade level or developmental levels or subject level; passing the PLACE TEST (Program for Licensing Colorado Educators) in content knowledge.
 - Professional – Must hold a Provisional License; successful completion of an approved Colorado induction program. Colorado graduates must have a content major.
 - Master – Must hold a Professional License and hold certification from the National board for Professional Teaching Standards.
 - Alternative – Bachelor’s degree or higher; institutional recommendation verifying satisfactory completion of the approved program of preparation, and confirming the grade level or developmental levels or subject level; passing the PLACE TEST (Program for Licensing Colorado Educators) in content knowledge; meet subject matter requirements; agree to participate in a fully approved alternative teacher program; have an endorsement in the ‘core’ academic content area(s) s/he is teaching.
 - Temporary and Emergency – A demonstrated need must be identified and documented by a school district and a request must be made to hire a provider of services to children that would otherwise not be available due to a shortage of licensed educators with appropriate endorsements.
- c. Renewal Requirements
 - Provisional – The teacher must complete a state-approved induction program through the local school district.

- Professional – Candidates must earn 6 semester hours or 90 clock hours of on-going professional development that meets state standards.
 - Master – Candidates must earn 6 semester hours or 90 clock hours of on-going professional development that meets state standards.
 - Note – Out-of-state candidates must have completed a state-approved teacher education or alternative teacher program in their home state.
- d. Alternative Systems of Attaining a Teaching License – Colorado has an alternative teacher program and the teacher in residence program. Both are designed to attract individuals with bachelor’s degrees who have the necessary subject matter preparation to teach in elementary, middle or secondary schools. The programs intend to attract recent liberal arts and sciences graduates. Individuals seeking career changes to teaching, non-traditional teacher candidates, and recent retirees from public, private and military professions or occupations.
- Candidates for both programs must have a bachelors degree or higher from a regionally accredited college or university, have academic preparation in a subject area appropriate for teaching, pass a criminal background check, and pass the required PLACE content test or one of the 4 approved PRAXIS II content area tests in their subject area.
 - In addition, refer to 1 – b – d and 1 – b – e above.

Testing – A State approved Content knowledge test in endorsement area is required.

- a. Required for Initial Licensure – Passing the PLACE TEST (Program for Licensing Colorado Educators) in content knowledge.
- b. What Kinds of Tests Are Used
 - PLACE TEST (Program for Licensing Colorado Educators). Colorado has been testing with the PLACE TEST since 1994.
 - CSBE (Colorado State Board of Education) test with the following categories:
 - Elementary Education content test.
 - K-12 content test.
 - Secondary content test.
 - The PRAXIS II Subject Assessment. This exam is a content area exam Colorado will accept to meet the content knowledge testing requirements. Minimum scores are as follows:

| | |
|---|-----|
| ○ Elementary Education | 147 |
| ○ English Language, Literature, and Composition | 162 |
| ○ Mathematics | 156 |
| ○ Science | 152 |
| ○ Social Studies | 150 |

- c. Tests in Every Area Or In Core Areas – The core/academic secondary education content area teacher shall have passed the CSBE – adopted Secondary or K-12 content area test(s) in each/all content area(s) being taught.

Major & Minor

- a. Colorado graduates must have a content major. The number of credits needed for each area (usually 24) is determined by each state approved institution. Colorado does not now nor will it recognize or license a minor after 2006.
- b. An academic content area appropriate for teaching is required for middle school and secondary education.
- c. There is no credit hour requirement or grade point average required for general and/or professional education coursework. Those requirements are determined by the preparing institution.

Composite Degrees in Science & Social Studies – A teacher must demonstrate content knowledge of the subject being taught.

- a. Colorado does not currently have *separate endorsements* for each of the Sciences. A teacher, teaching in any of the Sciences, meets the requirement of NCLB, by:
 - Holding a current valid license with a Science endorsement on it; **or**
 - Being able to provide documented evidence of the equivalent of 24-semester hours in that content area; **or**
 - Having passed a CSBE-approved Science content-area test.
- b. Colorado does not have separate endorsements for the Social Studies (Civics and Government, Economics, History and Geography). A licensed endorsed teacher teaching *any* of the Social Studies meets the requirements of NCLB, for being “Highly Qualified,” by:
 - Holding a current valid license with a Social Studies endorsement on it; **or**
 - Being able to provide documented evidence of the equivalent of 24-semester hours in that content area; **or**
 - Having passed a CSBE-approved Social Studies content-area test.

Middle School

- a. If the middle school teacher is a generalist and responsible for teaching students up through seventh grade in all or most of the core/academic content areas, s/he must have passed the Colorado State Board of Education – CSBE – adopted Elementary Education content test.
- b. If the middle school teacher is responsible for teaching a specific secondary core/academic content area(s) and is teaching the seventh grade or higher, s/he must have passed the CSBE – adopted Secondary, or K-12 content area(s) testing the content area being taught, **or** shall have the equivalent of 24 semester hours in the core/academic content area(s) being taught.
- c. Colorado does **not** have a Middle School endorsement.

Student Teaching Requirements

- a. Number of Weeks Required – A pre-service or student teaching program that includes a minimum of 800 hours of supervised field experience which is normally one semester in duration is required.
- b. Minimum Grade Point Average – There is no minimum GPA requirement for general and/or professional education coursework.

No Child Left Behind

- a. Definition of Highly Qualified – “Highly Qualified” teachers are those who are licensed and endorsed in each/all core-academic content area(s) in which they are teaching. (Minimum of 24 semester hours).
- b. Requirements for Veteran Teachers
 - Teachers of core academic subjects hired *before the 2002-2003 school year*, regardless of whether they teach in a program supported by Title I funds or not, must meet the requirements by the end of the 2005-2006 school year.
 - Teachers of core academic subjects hired to teach in a school or program that is NOT supported by Title I funds, must meet the requirements by the end of the 2005-2006 school year.
- c. Requirements for New Teachers as of July 2006 – Teachers of core academic subjects newly hired after the first day of the 2002-2003 school year, who teach in a program supported by Title I funds (school wide or targeted assistance), must meet NCLB requirements, upon employment.
- d. Rural Flexibility – At this time Colorado is not making any exceptions as the rural schools over all are doing well meeting the standard requirements for NCLB. Right now, the rural teachers must meet the same requirements as everyone else. This will be re-evaluated at the end of the 04 - 5 school year. Colorado is a local control state leaving many of these decisions to the local school boards. Colorado reverts back to alignment with NCA standards.
- e. Use of Portfolios – Each candidate in a Colorado approved program must maintain an electronic portfolio in which the student documents proficiencies related to performance-based standards.

State Law – use of Terminology “Major Equivalency”

- a. 24-semester hours, in a content-area being taught, which equates to content-area proficiency, may be provided through documented evidence.
- b. The 24-semester hours can be provided through professional development, education reform (curriculum development) and/or approved content-related relevant travel.
- c. The formula for determining credit is that 1-quarter hour = $\frac{2}{3}$ (.66) semester hours or one semester hour is equal to 15 contact hours.

National Board Certification – Paying a Stipend? – State and Local Support and Incentives

- a. Through the Colorado Education Finance Bill, the 2002 legislative session appropriated \$60,000 to provide \$1,000 in state matching funds to offset the application cost for up to 60 candidates seeking National Board Certification.
- b. The Colorado Department of Education will issue a Professional Teacher License to any applicant who is certified by the National Board for Professional Teaching Standards.
- c. The State Board of Education has determined that professionally licensed teachers who achieve National Board Certification (NBC) are eligible for Colorado “master teacher” certification; professional development activities associated with NBC may be submitted for license renewal.
- d. The Colorado Education Association (CEA), as well as local districts is funding National Board Certification in different and creative ways.

New Teacher Support System - Mentoring – An individual, supervised professional development program, (including coursework, mentoring, and clinical supervision of teaching) is required. It is referred to as an “induction” program and is required in order to move from a Provisional Certificate to a Professional Certificate, and is also required of all out of state applicants.

Comparison of Teacher Education Approval Standards – The performance-based Standards for Colorado Teachers reflect the knowledge and skills required of beginning teachers. These standards apply to early childhood, elementary, and secondary education programs and specific content/endorsement standards for licensure. There are eight major standards.

State Teacher Standards

The teacher standards for Colorado can be found at:

www.cde.state.co.us/cdeprof/li_perfbasedstandards.htm

http://www.cde.state.co.us/cdeboard/download/bdregs_301-37.pdf

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contact

Educator Licensing

Colorado Department of Education

201 East Colfax Avenue

Denver, CO 80203

Voice: 303/866-6628

Member Web Site - http://www.cde.state.co.us/index_license.htm

Email Address - licensure@cde.state.co.us

Barb Allen – (303) 866-693

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment - COLORADO

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 147 |
| PLT: Grades K-6 | |
| Middle School 5-8 English/LA | |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | |
| Biology | |
| Chemistry | |
| Composite Science | 152 |
| Earth Science | |
| Economics | |
| English | 162 |
| Geography | |
| Government/Political Science | |
| History | |
| Math | 156 |
| Music | |
| Physics | |
| Social Studies | 150 |
| Spanish | |

Connecticut

NAMES, TYPES, AND LENGTHS OF LICENSES:

➤ Initial Educator Certificate

- First level certificate issued on a three-tier continuum.
- Valid for a period of three years.
- Applicant must fulfill all preparation and eligibility requirements, including tests, in the endorsement areas requested and one of the following:
 - Has completed a planned program of preparation at a regionally accredited institution in the field and at the grade level for which the certification endorsement is requested.
- OR
- In lieu of a planned program of teacher preparation, has completed 20 school months of appropriate successful teaching or service in the same public school under a valid certificate or in an approved nonpublic school.

➤ Interim Educator Certificate

- May be issued at the initial or provisional level.
- Valid for one calendar year.
- Two types of interim educator certificates:
 - The Nonrenewable Interim (Initial/Provisional) Educator Certificate-issued with Connecticut test deferrals and/or specific course deficiencies as provided by certification regulations.
 - The Interim (Initial/Provisional) Educator Certificate-issued with specific course deficiencies as provided by certification regulations.

➤ Provisional Educator Certificate

- Second level certificate issued in Connecticut's three tier continuum.
- Valid for a period of eight years.
- Applicant must fulfill all preparation and eligibility requirements for the Initial Certificate, including tests, in the endorsement areas requested and one of the following:
 - Have completed 10 months of successful appropriate experience under the Initial Educator Certificate, Interim Initial Educator Certificate, or Durational Shortage Area Permit in a Connecticut public school, and successful completion of the Beginning Educator Support and Training (BEST) program, as made available by the Board.

OR

- Have completed 30 months of successful appropriate experience in a Connecticut approved nonpublic school, or in a non-Connecticut public school under a valid certificate, or in an approved nonpublic school in another state, within the last 10 years prior to application.

➤ Professional Educator Certificate

- Third level certificate issued on Connecticut's three-tier continuum.
- Valid for a period of five years.
- Applicant must complete the following requirements:
 - Have completed 30 school months of successful appropriate experience in a Connecticut public or approved nonpublic school under the Provisional Teaching or Provisional Educator Certification.
 - OR
 - Have completed any additional course requirements, as prescribed by Connecticut certification regulations, for the endorsement requested.

IN-STATE VS. OUT-OF-STATE REQUIREMENTS:

- Candidates from outside of Connecticut may meet requirements for certification if they have completed an approved educator preparation program from a regionally accredited institution outside of Connecticut and/or have teaching, special service or administrative experience in another state under a valid certificate from that state.
- Connecticut does not have reciprocity with any other state
- Connecticut requires that all candidates meet testing requirements:
 - Praxis I Pre-Professional Skills Tests (PPST) or meet waiver requirements
 - Praxis II Subject area tests as applicable to certain endorsement areas
- Out-of-state applicants who qualify may be issued a one-year non-renewable interim certificate with a deferral for the Praxis tests, provided that all other course work requirements have been met. To maintain certification and obtain subsequent certificates, the applicant must complete all required tests prior to the expiration date of the certificate.

RENEWAL REQUIREMENTS:

- Certificate must be renewed every five years by completing 90 hours of continuing education (nine CEUs).
- CEUs or Graduate Credits may be earned in several ways:
 - Taking graduate-level courses offered by a college or university
 - Participate in the BEST program or another approved state service position.
 - Attend professional development activities sponsored by your local Board of Education.
 - Attend a professional development activity offered by one of the many Connecticut State Department of Education's Approved CEU Providers.

ALTERNATIVE SYSTEMS OF ATTAINING A TEACHING LICENSE:

The Alternate Route to Certification (ARC) allows individuals with a minimum of a bachelor's degree and work experience in fields not related to education to enter the teaching profession.

- Admission to ARC in secondary and special subjects:

Minimum of a bachelor's degree from an accredited institution, with a major in your intended teaching field, or at least 30 semester hours of credit in that subject and nine semester hours of credit in a related subject.

- Admission to ARC in the middle grades program:

Requires either a major in your intended teaching field, or an interdisciplinary major in humanities, history/social studies or integrated science, or study in two areas of concentration.

TESTING:

- Required for initial licensure:

Yes

- How long have they been testing:

Connecticut has been testing since 1994.

- Kinds of tests used:

- Praxis I--Computer-Based Test (CBT)

- Praxis II--Subject Knowledge Tests
 - Beginning Educator Support and Training (BEST)--competence in professional knowledge
- D. Tests in every area or in core areas:
- Every area is tested.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 148 |
| PLT: Grades K-6 | |
| Middle School 5-8 English/LA | |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | 157 |
| Biology | 152 |
| Chemistry | 151 |
| Composite Science | |
| Earth Science | |
| Economics | |
| English | 172 |
| Geography | |
| Government/Political Science | |
| History | |
| Math | 137 |
| Music | 153 |
| Physics | 141 |
| Social Studies | 162 |
| Spanish | |

MAJORS AND MINORS (SEMESTER HOURS FOR EACH):

- Minors currently allowed or not?

Educators are currently allowed to teach in their minor in Connecticut.

- Will minors be allowed in July 2006?

Connecticut does not intend to change this practice.

COMPOSITE DEGREES IN SCIENCE AND SOCIAL STUDIES:

- Science (Biological)

Semester hours: 47 credit hours

- Still using them?

Yes

Note: Connecticut currently (May 17, 2004) requires certification of science teachers by the individual fields in science (Regulations Concerning State Educator Certificates, Permits and Authorizations).

- Social Studies

Semester hours: 36-46 credit hours

- Still using them?

Yes

MIDDLE SCHOOL:

- Grades making up middle school:

Grades 4-8

- Teacher qualifications for middle school now:

Requires an applicant to either have at least 24 semester hours of credit in English, history-social studies, mathematics, biology, chemistry, physics, earth science or general science. 15 hours of credit in another area of study OR meet

academic requirements for secondary education certification and have a minor area of study.

- Teacher qualifications for middle school in July 2006:

No change.

STUDENT TEACHING REQUIREMENTS:

- Number of weeks required:

Supervised observation, participation, and full-time responsible student teaching, totaling at least six but no more than 12 semester hours of credit, minimum of 10 weeks, full time.

- Minimum grade point average:

B-

NO CHILD LEFT BEHIND:

- Definition of highly qualified:

Demonstrated competencies through portfolio assessment. Connecticut's Common Core of Teaching appears to be the state's standard for highly qualified teachers, and BEST program provides portfolio assessment.

- Requirements for veteran teachers:

- .For elementary, middle school, and secondary, the evaluation system is based on the Connecticut teacher evaluation and professional development guidelines, including subject matter knowledge assessment.
- Evaluation of subject matter competence uses both the:
 - foundational skills and competencies
 - the discipline-based professional standards of teachers teaching core academic subjects who are working under a 1-8, pre-K-8, or 4-8 middle school endorsement.
- Requirements for new teachers as of July 2006:

Elementary teachers must complete Praxis 1: Preprofessional Skills Test in reading, writing, and math prior to admission to teacher prep program and Praxis II in elementary education or subject area.

New teachers of all academic areas must be highly qualified as of June 2006.

➤ Rural Flexibility Rule (What's being done?)

Newly hired and current employees in rural districts have three years to become highly qualified if:

- They are already highly qualified in at least one subject
AND
- They are provided with professional development, intense supervision, or structured mentoring to become highly qualified in additional subjects.

➤ Portfolios

Requires new teachers to submit a detailed portfolio of their work during their second year. Portfolios are graded. Only those who passed will receive a teaching license.

The portfolio must document what's taught in the classroom including work samples from students. The teacher must keep a daily journal in which they reflect upon and analyze student performance. The teacher must turn in a week's worth of lesson plans and instructional materials. Within the portfolio, the teacher must focus on two students' work and show how they helped each student.

➤ Use of term "major equivalency":

If you have earned a bachelor's degree and are seeking an alternative to a traditional teacher preparation program, you may be interested in the Alternate Route to Certification (ARC) program, which is sponsored by the Department of Higher Education. The ARC program allows individuals with a minimum of a bachelor's degree and work experience in fields not related to education to enter the teaching profession. Graduates who secure employment in a Connecticut public school or approved private special education facility are required to meet all Connecticut assessment requirements and participate in the Beginning Educator Support and Training (BEST) program, which includes a minimum of two years of mentoring and supervised teaching.

Admission to the ARC programs is highly competitive. A minimum of a bachelor's degree from an accredited institution, with a major in your intended teaching field, or at least 30 semester hours of credit in that subject and nine semester hours of credit in a related subject, is required for admission into the program for secondary and special subjects. Acceptance into the middle grades program requires either a

major in your intended teaching field, or an interdisciplinary major in humanities, history/social studies or integrated science, or study in two areas of concentration. Of the two areas of concentration, the primary area must consist of a minimum of 24 semester hours of credit in science, history and social studies, English, or mathematics. The secondary area of study must consist of a minimum of 15 semester hours of credit in an academic subject, special subject, special education, or special instructional area, i.e.; physical education, art, bilingual education. In addition, a minimum grade point average of "B" in undergraduate studies, or the same average in at least 24 semester hours of graduate study is required, along with a passing score on the PRAXIS I Pre-Professional Skills Tests (PPST): paper-based or PRAXIS I Pre-Professional Skills Tests (PPST): computerized, or a waiver+. All Praxis II Subject-Knowledge Test requirements must be met to be eligible for certification. Praxis II Subject-Knowledge Tests may be taken in Connecticut during January, March, April, June, September, or November.

- The ARC I program consists of a full-time eight week period of summer instruction and currently prepares individuals to teach in the following subject areas:
 - middle grades, 4-8 (endorsed for one or more academic subjects: English, history/social studies, earth science, general science, or mathematics);
 - English, 7-12;
 - mathematics, 7-12;
 - science, 7-12 (general science, biology, physics, chemistry, or earth science);
 - history/social studies, 7-12;
 - world languages, pre-K to 12;
 - art, pre-K to 12; and
 - music, pre-K to 12

NATIONAL BOARD-PAYING A STIPEND:

Connecticut State Department of Education will pay half of the certification fee for 31 candidates

Local school districts will pay varying stipends

NEW TEACHER SUPPORT SYSTEM (MENTORING):

Even though first year teachers reported that mentoring had been very beneficial for them, state funding has disappeared.

State Teacher Standards

The teacher standards for Connecticut can be found at:
<http://www.state.ct.us/sde/dtl/curriculum/currkey4.htm>

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contacts

Bureau of Educator Preparation, Certification, Support and Assessment
Connecticut State Department of Education
P.O. Box 150471 - Room 243
165 Capitol Avenue
Hartford, CT 06115-0471
Member Web Site - www.state.ct.us/sde
Approved Programs - www.state.ct.us/sde/dtl/cert/tpgde01.pdf

Delaware

Teacher Licensing

There is a difference between a License and a Certificate.

A Delaware license gives an educator permission to work in the state of Delaware as a public school or charter school educator.

- An educator can only hold one license at a time.
- Licenses expire within a finite amount of time.
- Licenses must be renewed by successfully completing the renewal requirements.
- An educator cannot teach, practice, or supervise in Delaware without a valid and current license.

A Delaware Certificate defines what an educator can teach, practice, or supervise.

- Issuance is based on educational background and preparation.
- Educators may hold multiple certificates.
- Delaware Standard Certificates do not expire.

Delaware Licensure Tiers

Tier One: Initial Licensure Requirements:

- Valid for three years- May not be renewed.
 - Bachelor's degree from an accredited 4-year institution.
 - Completed a student teaching program or the Alternative Routes to Licensure and Certification program (see below).
 - Passing scores on an examination of general knowledge such as the Praxis I.

Tier Two: Continuing Licensure Requirements:

- Valid for five years- Renewable.
 - Applicant has completed requirements for an Initial License and has received no more than one unsatisfactory annual evaluation.
 - An applicant holding a Limited Standard or Temporary Certificate and currently employed as an educator in Delaware will be issued a continuing license upon completing all requirements for the current Standard Certificate.

Tier Three: Advanced Licensure Requirements:

- Valid for ten years- Renewable
 - Applicants have received National Board for Professional Teaching Standards certification or an equivalent program.

Certificate Types (All Levels)

Standard Certificate- does not expire

- Must hold a valid Delaware Initial Licensure
- Must demonstrate knowledge, skill and/or education to practice in a particular area, teach a particular skill, or instruct a particular category of students by doing one of the following:
 - Obtaining National Board Certification

- Graduating from an NCATE-approved educator preparation program, with a major in the content area .
- Graduating from a state-approved educator preparation program where the state used NASDTEC or NCATE specialty organization standards.
- Achieving a passing score on a PRAXIS II test in a Delaware Standard Certificate area.
- Holding a valid and current license and/or certificate from another state in an equivalent Delaware Standard Certificate area.

Emergency Certificate- valid for three years

- Typically issued for educators who meet requirements for Initial Licensure but are hired to teach out of their area of preparation.
- During the three-year period, educators are expected to meet the requirements for a Standard Certificate in the area taught.

Certificates No Longer Issued

- Professional Status Certificate
- Limited Standard Certificate
- Temporary Certificate

Levels of Certificates

Early Childhood Certificates

- Birth-K, Nursery and Grades K-6
- Valid Delaware initial, continuing, or advanced license or standard or professional status certificate.
- Valid Bachelor's degree from an accredited institution.
 - 45 semester hours of general content courses (**AND**)
 - Courses which reflect accomplishment of the NCATE specialty organization standards for elementary teacher education to develop pedagogical content knowledge and professional and pedagogical skills.

Middle School Certificates

- Middle Grades 6-8
- Valid Delaware initial, continuing, or advanced license or standard or professional status certificate.
- Valid Bachelor's Degree from an accredited college
 - With a major or its equivalent in the content area to be taught (**AND**)
 - Appropriate pedagogical content courses consistent with the NASDTEC or NCATE specialty organizational standards for middle school or the content specialization to be taught (**OR**)
 - Bachelor's Degree from a regionally accredited college or university in an NCATE specialty organization or state approved program, where the state employed the appropriate NASDTEC or NCATE specialty organization standards in Elementary or Middle School Education.

Secondary School Certificate

- Valid Delaware initial, continuing, or advanced license or standard or professional status certificate.
- Bachelor's Degree from an accredited institution.

- Completion of teacher education in the area of endorsement (**OR**)
- 24-27 semester hours including human behavior, methods and materials in the specific field, effective strategies, special education, multicultural education and field experience including student teaching.

➤ **Alternative Route to Certification**

Through alternative routes, qualified individuals complete certification requirements while they are employed as full-time teachers.

Goals:

- To bring highly qualified individuals from other professions into teaching.
- To help address shortages in “critical needs” subject areas.
- To increase the pool of minority teachers.

To be eligible:

- Hold at least a bachelor’s degree with a major (or courses equivalent to a major) in a secondary school subject that has been designated a “critical need” in Delaware.
- Already be hired as a regular full-time teacher in a Delaware secondary (7-12) public or charter school.
- Pass the PRAXIS I basic skills tests in reading, writing, and mathematics required of all Delaware teachers.
- Pass the PRAXIS II test in the subject area.
- Pass health and criminal background checks.

To be certified:

- Successfully complete 15 graduate credit, state-approved program of professional education course work. This typically takes 12 to 18 months.
- At least one year of full-time teaching, accompanied by intensive school-based mentoring and supervision, and be recommended for certification by the school supervisor. This serves as an internship in lieu of the student-teaching requirement.

Initial Requirements

- A completed application form available from the state, official transcripts of all college credits earned, recommendation of the college or university certifying successful completion of a teacher training program, photocopies of certificates held in any state, and letters from employing superintendents verifying past teaching experience.
- A \$10.00 fee.
- Passage of PRAXIS I test in reading, writing, and mathematics. SAT, GRE, or CBEST tests may be used in lieu of some of the requirements.
- Teachers who previously held a Delaware license or certificate and teachers who hold licenses or certificates from other states may also qualify for an Initial License.
- Delaware does belong to the Interstate Certification Compact and has teacher contract agreements with more than 40 states.
- Special Education courses are required for secondary certificates.

➤ **Renewal Requirements**

Continuing

- Verification of:
 - 90 clock-hours of professional development during the term of the continuing license.
 - One half of the required hours for educators must be in activities related to the educator's work with students or staff.
- Teachers with three or more years of experience in another state may qualify for a Continuing License.
- Upon application, the Department will renew an advanced license for an additional 10-year term, provided the educator maintained proficiency under the program for which the advanced license was first issued.

Reinstatement

Expired Licenses

- If the educator has been out of the profession for less than three years, the Department may issue a continuing license, valid for five years, upon employment and application on the approved form and evidence of Delaware Certification.
- An educator who holds a continuing license which has expired and has been out of the profession for more than three years, may be issued a continuing license, but must, within the first year of employment, successfully complete a district-sponsored mentoring program which focuses on current best practices in curriculum, instruction, and assessment aligned to state standards.

Testing

- All candidates seeking initial licensure/certification in the state of Delaware must demonstrate proficiency in reading, mathematics, and writing.
- This proficiency is demonstrated by meeting the established qualifying scores for the PRAXIS I exam. These scores are as follow:
 - Reading- 175
 - Math- 174
 - Writing- 173
 - If a candidate has not taken the PRAXIS I, he/she may still qualify by meeting the established qualifying scores on the SAT, GRE, NTE, or the CBEST.
 - Educators who are not content majors who want to get into ARTC and educators from other states who are new to Delaware and do not have a license from that state even though they graduated from a regionally accredited program and have completed student teaching will be required to take the PRAXIS II.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 158 |
| PLT: Grades PK-3 | NA |
| Middle School Content Knowledge | NA |
| Middle School 5-8 Science | NA |
| Middle School 5-8 Social Studies | NA |
| Middle School 5-8 Math | 148 |
| Art | 155 |
| Biology | 150 |
| Chemistry | 127 |
| Composite Science | 139 |
| Earth Science | 150 |
| Economics | NA |
| English | 153 |
| Geography | NA |
| Government/Political Science | NA |
| History | NA |
| Math | 121 |
| Music | 151 |
| Physics | 112 |
| Social Studies | 157 |
| Spanish | 157 |

Majors and Minors

- An academic major or its equivalent consists of 30 semester hours.
- The term “major equivalency” is also 30 semester hours.
- Teachers may not teach in their minor area.

Composite Degrees

- Elementary teachers with an elementary degree will be highly qualified to teach science and social studies if they pass the PRAXIS II, have the National Boards, or pass the HOUSSE requirements.
- Middle school and high school teachers must have a major or equivalent (30 semester hours) in each subject they teach. **(OR)**
- They can use the PRAXIS II, National Boards, or HOUSSE to demonstrate highly qualified.

Middle School

- Middle School certificates cover grades 6-8 (This was changed by recent legislation to align with NCLB.)
- Teachers must hold a middle level certificate or be a secondary content-certified teacher.
- Middle school regulations are noted above under levels of certificates.

Student Teaching Requirements

The current requirement for student teaching is 9 weeks that counts for 6 semester hours of college credit.

No Child Left Behind

- **A highly qualified teacher is, as defined in Delaware, a teacher who has fully met the requirements for licensure and certification in a particular area and has acquired the prescribed knowledge, skill and/or education to practice in a particular area, to teach a particular subject or to instruct a particular category of students. This also includes teachers who complete Alternative Routes to Certification Programs.**
- New Teacher
 - Fully Licensed and Certified
 - Passed the PRAXIS II **(OR)**
 - A major in the content areas they teach **(OR)**
 - Passed the National Board exam for the area they teach

Currently Employed Teachers

- For elementary teachers teaching only one content area:
 - An academic major, graduate degree, or course work equivalent to an academic major (30 credit hours) in the content area currently taught **(OR)**

- National Board Certification, only if it matches the content area/field currently taught (**OR**)
 - PRAXIS II in elementary education, or special education, or in the specific content area(s) in which the teacher is currently teaching (**OR**)
 - HOUSSE (Highly Objective Uniform State Standard of Evaluation)
- For Middle School and High School Teachers
- An academic major, graduate degree, or course work equivalent to an academic major (30 semester hours) in the content area(s)/field currently taught (**OR**)
 - National Board Certification, only if it matches the content area/field and grade(s) currently taught (**OR**)
 - PRAXIS II in the content area(s)/fields currently taught (**OR**)
 - HOUSSE

Classifications:

- Highly Qualified- (see the above definition)
- Qualified- A teacher who has fully met the requirements for licensure and certification in the area or subject assigned to teach.
- Qualified, N/A NCLB- A teacher who has fully met the requirements for licensure and certification in the area or subject assigned to teach. This teacher is assigned to a subject or area that is not required to meet the federal requirements for Highly Qualified Teacher under No Child Left Behind regulations.

Core Academic Areas

- Reading
- Language Arts
- English
- Science (general science, physical science, physics, chemistry, biology, earth science)
- Mathematics
- History (social studies)
- Art (music and art)
- Foreign Language

Rural Flexibility Rule

Delaware does not qualify for the rural flexibility rule because of the size of the state.

Alternative Ways to Achieve Highly Qualified Status

1. PRAXIS II in the content area(s) currently taught.
2. National Board Certification if it matches the area(s) currently taught.
3. HOUSSE (For currently employed teachers)
100 points required to be considered highly qualified.
Areas to be considered:
 - Years of teaching experience in the content area(s) taught. (32 points maximum)

- College or University Course Work related to the content area(s) currently taught. One point for each semester hour. (No maximum)
- College or University Course Work in pedagogy and/or assessment related to the content area(s) currently taught. One point for each semester hour. (30 points maximum)
- For currently employed teachers who have less than 5 years experience: Practicum in the content area(s) currently taught. 4 points for each practicum. (20 points maximum)
- Department of Education and District Approved Professional Development, Item Writing, and Clusters related to the content area(s) currently taught and completed after June 30, 1995. (50 points maximum)
- Recognition or Professional Contribution related to the content area(s) currently taught and completed after June 30, 1995. (15 points maximum)

National Board Certified

The Delaware Higher Education Commission shall administer a non-competitive loan program for educators pursuing certification from the National Board for Professional Standards.

- Loans shall be made to cover costs associated with the application fee and assessment process.
- If there are more individuals requesting funds than funds appropriated, DHEC shall prorate the loans provided.
- Loans shall be interest-free as long as funds are repaid within two years of achieving National Board Certification or within three years from the start of the program whether the borrower is successful or not.
- If the loan repayment is not fulfilled, the borrower must repay all funds received with interest as determined by the DHEC.
- The Delaware General Assembly maintained as part of the Professional Accountability legislation, a 12% salary incentive for National Board Certified Teachers as part of the state's portion of their salary per year.
- Some school districts are reimbursing portions of the fee for Board Certified Teachers.

New Teacher Support System- Mentoring Delaware's New Teacher Mentoring Program

How it started:

The idea came from the Delaware Professional Standards Council and has developed with generous support from the Delaware General Assembly, Department of Education, and local school districts.

- 1993- The Delaware Professional Standards Council called for creation of a three-year induction program for beginning teachers to include mentoring by highly trained and well-qualified mentors and mentor teams.
- 1994- The Delaware New Teacher Mentoring Program began in three school districts.

- 1995-1999- With additional funding from the Delaware General Assembly, the project expanded until all nineteen Delaware school districts joined the program.

How it works:

- Districts receive funding from the Department of Education to run their teacher mentoring programs within State guidelines.
 - Funds can be used for professional development for new teachers and mentors.
 - Employment of substitutes to allow new teachers and mentors to observe each other and to plan and conference each other.
- A site coordinator in each district and trained lead mentors plan and implement district-based activities.
 - An Education Associate at the Department of Education handles overall administration.
 - Consultants provide day-to-day help, planning communications assistance, and professional development to support the districts' plans.
 - Currently, the program has Performance Learning Systems, Inc. as its consultant, who teamed with the Delaware State Education, is providing top-notch professional development to new teachers and their mentors.
- Beginning teachers are involved in mentoring programs for three years.

The benefits are:

- Through a combination of local district and statewide activities, the New Teacher Mentoring Program:
 - Helps over 1000 new teachers (protégés) per year survive and thrive in their first years of teaching.
 - Establishes one on one, non-evaluative partnerships between new teachers and mentors.
 - Creates a safe supportive environment for teacher growth.
 - Provides training in teaching skills and strategies through a series of regional and statewide workshops.
 - Promotes teacher growth through teachers working together using a peer-coaching model.
 - Encourages teachers to share ideas and celebrate success.
 - Trains Lead Mentors and mentors in peer coaching and other mentoring strategies.
 - Supports communications among Lead Mentors, Site Coordinators, Program Consultants, and other mentoring activists.

How it is changing:

- The Professional Development and Educator Accountability Act of 2000:
 - Requires mentoring support for every new teacher.
 - Raises standards for all teachers' continuing employment.
 - Requires continuing professional development for all teachers.
- This means that Delaware's New Teacher mentoring Program must:

- Provide structured support for every teacher, not just for those who choose to participate.
- Attract, train, and support more Lead Mentors and mentors.
- Increase focus on content standards, teaching standards, and measures of student learning.
- Strengthen connections to other professional development opportunities.

State Teacher Standards

The teacher standards for Delaware can be found at:
<http://www.doe.state.de.us/DPIServices/teacher.htm>

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contacts

State Department of Education.

Professional Accountability Work Group

Townsend Building

P.O. Box 1402

Dover, DE 19903

Voice: 302/739-4686

Member Web Site - <http://www.doe.state.de.us>

Dr. Jackie Wilson, Director of Professional Accountability jwilson@doe.k12.de.us

Florida

Licenses

Names, Types, & Lengths

- Temporary Academic Certificate:
 - Valid three years, non-renewable. 2.5 GPA or higher. Professional Academic Certificate: valid 5 years; renewable.

- In-State versus Out-State Requirements
 - Florida accepts approved teacher preparation programs from other states for initial certification provided that the program area is also a subject in which Florida offers certification and the training was completed at the same degree level required in Florida for that subject. Florida has no reciprocity with any state.

- Renewal Requirements
 - Six semester hours of college credit must be earned for each renewal period.
 - The application form and appropriate fee must be submitted during the last year of the validity period. A grade of C or higher must be earned in each college course. College credits must be completed at an accredited college or university. Or 120 Florida master in-service program points

Alternative Systems of Attaining a Teaching License

- HOUSSE
 - Elementary and Middle School: must be primarily based on the performance of students assigned to their classrooms or schools, as appropriate. The procedures must comply with, but are not limited to, the following requirements: The assessment must primarily use data and indicators of improvement in student performance assessed annually and may consider results of peer reviews in evaluating the employee's performance.
 - Student performance must be measured by state assessments and by local assessments for subjects and grade levels not measured by the state assessment program.
 - Secondary: May choose one of the following:
 - For teachers who are fully licensed, but have not passed the state licensure assessment:
 - Pass the licensure assessment, OR
 - Have a minimum of 5 years of teaching experience in the academic subject area the teacher teaches; OR
 - Ninety hours of Professional Development credit which must be: Recognizable for license renewal,

- Approved by the school district, And in the academic subject area the teacher teaches; OR
- An advanced Degree (Master’s, or Education Specialist, or Doctorate) in the academic subject area the teacher teaches; OR
- National Board Certification compatible with the teaching assignment; OR
- Completion of a standard program of study as described in an ADE Additional Licensure Plan (which includes the state licensure assessment) in the academic subject area the teacher teaches; OR
- For teachers whose license expired and are pursuing re-licensure:
 - Six credit hours of coursework in the academic subject area the teacher teaches.

Testing

- Is Testing Required for Initial Licensure
 - Yes
- How Long Have They Been Testing
 - Various names of basic skills testing (reading, writing and math) and professional education testing have been required since July 1980.
- What Kinds of Tests Are Used
 - CLAST test or Florida Professional Education Test or Florida Subject Area Examination. CLAST test is required for Professional Certificates
 - State Teacher Assessment Cut off Scores Test: CLAST test or Florida Professional Education Test.
 - The testing is required prior to certification. (Requirements are: subject-area examination, major, specific courses in the subject area or approved teacher preparation program. No scores are available.
 - Currently required prior to certification. (Requirements are: subject-area examination, major, specific courses in the subject area, or approved teacher preparation program.
- Basic Skills – All applicants.
- Tests in Every Area Or In Core Areas
 - Currently required prior to certification.
 - General Knowledge Test (except Essay)

- English Language Skills, Reading, Mathematics
- Professional Education Test
- Subject Area Exams
 - Business Education 6-12
 - Educational Media Specialist PK-12
 - Exceptional Student Education K-12
 - Family and Consumer Science 6-12
 - Guidance and Counseling
 - Kindergarten-Grade 6
 - Middle Grades Integrated Curriculum

Major & Minor

- Semester Hours for Each -
Major: 30 semester hours. Minor: information not found
- Still Using a Minor – No
- Using Minor in 2006 - No

Composite Degrees in Science & Social Studies

- Semester Hours
30 hr.
- Still Using Them
Social Science is acceptable major prior to and after 2006.

Middle School

- Grades Used in Middle School
5-9
- Teaching Qualifications Now & In July 2006 -
Now: state requires minimum degree/coursework in subject area (minor degree)
July 2006: major or equivalent

Student Teaching Requirements

- Number of Weeks Required
15 weeks
- Minimum Grade Point Average
2.5 GPA

No Child Left Behind

- Definition of Highly Qualified
 - “New Teacher” is one who is hired after the first day of 2002-2003 school year. “Not new” teacher is one who was hired before or on the first day of school in the 2002-2003 school year. All teachers of core academic subjects are to be “highly qualified” beginning the 2002-2003 school year.
- In order to be considered highly qualified, a new middle grades teacher who teaches a core academic subject must:
 - Hold a valid Temporary certificate with appropriate certificate area for each assignment OR
 - Hold a valid Professional Certificate with appropriate certificate area for each assignment. The Professional Certificate requires demonstration of mastery of general, professional, and subject area knowledge.
- Secondary grades teacher who teaches a core academic subject must:
 - Hold a valid Temporary certificate with appropriate certificate area for each assignment OR
 - Hold a valid Professional Certificate with appropriate certificate area for each assignment. The Professional Certificate requires demonstration of mastery of general, professional, and subject knowledge.
- Requirements for Veteran Teachers -
 - In order to be considered highly qualified, a veteran elementary level teacher must:
 - Hold a valid Temporary certificate with appropriate certificate area for each assignment AND
 - Achieve a passing score on the Florida Subject Area Exam (SAE) required for each certificate area of assignment; OR
 - Hold a Valid Temporary or Professional Certificate with appropriate certificate area for each assignment AND
 - Achieve a satisfactory or higher performance evaluation, including demonstration of subject
 - Veteran middle grades teacher must:
 - Hold a Valid Temporary or Professional Certificate with appropriate certificate area for each assignment AND
 - Achieve a satisfactory or higher performance evaluation, including demonstration of subject area competence in each subject area taught (HOUSSE option).
 - In order to be considered highly qualified, a veteran secondary grades teacher who teaches a core academic subject must:

- Hold a Valid Temporary or Professional Certificate with appropriate certificate area for each assignment AND
 - Achieve a satisfactory or higher performance evaluation, including demonstration of subject area competence in each subject area taught (HOUSSE option).
- Requirements for New Teachers as of July 2006 -
- In order to be considered highly qualified, a new elementary level teacher must:
 - Hold a valid Temporary certificate with appropriate certificate area for each assignment AND
 - a passing score on the Florida Subject Area Exam (SAE) required for each certificate area of assignment; OR
 - Hold a valid Professional Certificate with appropriate certificate area for each assignment. The Professional Certificate requires demonstration of mastery of general, professional, and subject area knowledge.
- Rural Flexibility Rule – What Are They Doing?
The flexibility provisions in NCLB to provide extensive, scientifically based professional development for elementary teachers in reading. One school district qualifies for flexibility.
- Use of Portfolios
Florida is not using portfolio assessment.
- State Law – use of Terminology “Major Equivalency”
Yes (used in the middle school terminology)

National Board – Paying a Stipend? –

Through the Dale Hickam Excellent Teaching Program Act, legislation has increased the appropriation for 2004-2005 to \$67.7 million to pay 90% of the certification fee, provide teachers who achieve National Board Certification with a 10% salary increase for the life of the certificate, and an additional 10% to those who agree, in writing, to provide the equivalent of 12 work days of mentoring and related services to public school teachers within the state who do not hold NBPTS certification. The annual increases are equal to 10% of the previous year’s statewide average salary for classroom teachers. The program also provides a \$150 incentive to help defray costs for portfolio preparation. Florida has also recognized National Board Certification as a means of meeting the requirements for license renewal and will grant a license to National Board Certified Teachers who come from out-of-state.

New Teacher Support System - Mentoring

The trainers or others provide support and assistance through coaching and mentoring to the faculty member to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly. TeachinFlorida.com now offers tele-mentoring opportunities that allow veteran teachers to reach out to new teachers in need of advice and encouragement.

State Teacher Standards

The teacher's standards for Florida may be found at:
www.firn.edu/doe/dpe/publications/contentstandards03.pdf

Refer to the State Teacher Standards matrix for an overview.

State Contact

Susan Tave Zelman, Supt. of Public Instruction
Ohio Department of Education,
25 South Front Street, Columbus,
Ohio 43215-4183 1-(877)-644-6338
URL: <http://www.ode.state.oh.us/faq/Default.asp>

Georgia

NAMES, TYPES, AND LENGTHS OF LICENSES:

Classifications

- *Life*
Issued to individuals who qualified before July 1, 1974.
life certificates are no longer issued.
- *Clear Renewable*
Valid for five years
Require standard renewal requirements
10 quarter hours of acceptable college credit or state approved staff development).
All Special Georgia Requirements and other conditions have been met.
- *Conditional*
The validity period may vary depending on the outstanding conditions to be met
Additional requirements are needed to obtain clear renewable status.
The conditions may include;
 - additional course work
 - test requirements
 - experience requirements, and/or
 - an advanced education level in a specific field.

TEACHING CERTIFICATES

The following teaching certificates are available: Early Childhood (P-5); Middle Grades (4-8); Secondary Teaching Fields (7-12); Vocational Teaching Fields (7-12); the K-12 fields of Art, Dance, Drama, Foreign Language, Health, Music, Health and Physical Education, and Reading; the Special Education fields of Behavior Disorders, Interrelated Special Education, Interrelated Special Education/Early Childhood, Learning Disabilities, Mentally Retarded, Hearing Impaired, Visually Impaired, and Orthopedically Disabled.

TITLES OF CERTIFICATES

Certificate titles recognize an individual's status and indicate the extent to which the requirements for current and continued certification have been satisfied. The commission authorizes the issuance of certificates under seven titles, with a condition attached to the first three. This condition requires than an employer in Georgia request the certificate jointly with the applicant. Not all titles are issued for all types or fields of certification.

Provisional

Provisional (B) certificates are issued to individuals who have satisfied the minimum job-entry level requirements for a specific field (including applicable special Georgia requirements). Provisional certificates are issued in teaching and service fields.

Probationary

Probationary (PA) certificates are issued to professionally certified individuals who are completing requirements to add a new field of certification while they are employed in the field being added. Probationary certificates are issued in teaching, leadership, and service fields.

Emergency

Emergency (E) certificates are issued to teachers who lack renewal credit, recent study, and/or appropriate assessment under certain conditions. Emergency certificates are issued in teaching or service fields only.

Nonrenewable Professional

Nonrenewable professional (N) certificates recognize initial preparation for certification in the field. During the validity period of the certificate, the individual must upgrade to the new education level in a specific field as specified in the evaluation that accompanies the certificate. Nonrenewable professional certificates are issued in certain vocational and service fields. A-43

Intern

Intern (I) certificates are issued to teachers enrolled in the Georgia Teacher Alternative Preparation Program (Georgia TAPP).

International Exchange

International Exchange (X) certificates are issued to foreign certified educators teaching in Georgia on a 3-year visa.

Paraprofessional Certificate

Paraprofessional certificates are issued to paraprofessionals.

Professional Renewable

Professional renewable certificates are issued to individuals employed in all school personnel functions who completed applicable requirements. Professional renewable certificates are identified by the letters T (teaching), S (service), or L (leadership), depending on the type of certificate.

Performance-Based

Performance-based (PB) certificates recognize professionally prepared school personnel who have satisfied special Georgia course requirements and performance requirements (prior to July 1, 1990). Performance-based certificates are applicable to most teaching fields and the service field of speech and language pathology. No new performance-based certificates shall be issued.

Life Professional

Life Professional (D) certificates were issued to individuals who qualified for life certification before July 1, 1974. No new life certificates are issued.

IN-STATE VS. OUT-OF-STATE REQUIREMENTS:

If you hold or have held a professional certificate in another state, and have passed the appropriate content knowledge test required by that state for that certification field, you are not required to take the Georgia test(s) for licensure. If you hold or have held a professional certificate in another state where a content knowledge test was not required, you may be eligible for a one-year certificate before passing the required Georgia test(s), if a request is made by a Georgia school system.

RENEWAL REQUIREMENTS:

- Certificate renewal is an outcome of applying PSC-accepted continuing professional learning activities toward the continued validity of a state certificate. While it is essential for individual educators to maintain valid certificates, the activities of professional learning should be focused toward school improvement leading to increased student learning. The goal of certificate renewal and professional learning is for educators within a school system to work together to enhance established educational goals for the individual educator, the school and the district to assist students in meeting state standards for student achievement.
- The two types of renewable Georgia certificates are the Clear Renewable and Performance-Based (PB) certificates. These certificates are valid for a 5-year period, during which time the following requirements must be met:
 - 6 semester hours of college course work or 10 credits of Georgia Professional Learning Units (PLUs) or 10 credits of Continuing Education Units, as outlined in paragraph (3), below; and
 - a criminal record check, as outlined in paragraph (5), below;

- Types and Timing of Renewal Credit.
 - To be acceptable for certificate renewal, credit may be in any combination of the following:
 - College course work reflected on official transcripts from PSC-accepted accredited institutions;
 - Course work must be a grade of “c” or better;
 - 3 semester hours is equivalent to 5 quarter hours;
 - Developmental studies courses and course work that is audited and/or exempted without credit shall not be accepted.
 - Professional Learning Units (PLUs) reflected on official transcripts from school systems, colleges or other state agencies approved by the Georgia Department of Education;
 - Continuing Education Units (CEUs) issued by a provider authorized by the International Association for Continuing Education and Training (IACET) .
 - Renewal credit for certificates that are currently valid must have been completed during the validity period established on the certificate. Renewal credit for inactive certificates (See paragraph (6)(b), below) must have been completed within the 5-year period preceding the date of renewal application.

ALTERNATIVE SYSTEMS OF ATTAINING A TEACHING LICENSE:

Goal

The goal of the alternative preparation program is to provide a University, RESA, and Public Schools collaborative non-traditional option for prospective post-baccalaureate teacher candidates to acquire the critical and essential knowledge and skills necessary for successful entry into the classroom.

Description

This model requires that teacher candidates complete an intensive preparation program of approximately four weeks during the summer prior to entering the classroom in the fall. Additionally, it requires intensive monitoring, supervision and mentoring during a two-year induction period. (The model could be adjusted to accommodate teachers hired on provisional status after the school year has begun. In this model, the time required for pre-assignment training will be shortened with training classes held after school hours.)

The collaborative unit including the teacher preparation unit of a college or university, a RESA, and the cooperating public schools will be responsible for implementing the program and for recommending candidates for initial certification.

Program Components and Description

Components:

- Candidate Selection Criteria
- Pre-Assignment Instruction
- Induction
- Post-Assignment

The first phase will consist of approximately 140 clock hours of classroom instruction in pedagogical skills that are integrated with the teaching content field. As an example, instruction will focus on curriculum planning and strategies for teaching science, math, etc. Field experiences will be integrated into the preparation training. Placing and supervising candidates in summer school situations will require classroom observations of experienced teachers providing instructional assistance to individual students, and mini-lesson presentations during the summer “pre-assignment institute.”

The instructional program design will be based upon a framework of pedagogical skills as outlined in the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and standards. The program design will be developed in concert with a college of education with program components collaboratively shared with RESAs and school systems.

➤ *Candidate Selection Criteria*

- Have a baccalaureate degree from a regionally accredited college/university.
- Possess a 2.5 or higher cumulative grade point average (GPA)
- Pass the Georgia GCIC criminal background check
- Have a job offer as a beginning teacher in a local Georgia school system.

➤ *Pre-Assignment Instruction*

The instructional phase of this program will include several modules. Instruction, supervision, and mentoring in each component will continue throughout the induction period, as appropriate to candidate and school system needs. Several modules will be developed for the program. All candidates will complete some of the identified modules but other modules will be based on the individual needs of the candidates and the needs of the system that will employ them.

Modules:

Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Student Behavior
- Organizing Physical Space

Instruction

- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness
- Integrating Technology
- The Challenged Student
- E.S.O.L.

Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School District
- Growing and Developing Professionally
- Demonstrating Professionalism

➤ *Induction*

After, and/or during the instructional phase, candidates will be required to serve an induction period of two years. During this period, the candidate will be observed and supervised, by a support team consisting of a trained mentor teacher, a school administrator and by a college faculty representative. Seminars will be held throughout the year for the cohort group. Requirements will include:

- One or more hours each week of intensive interaction with the mentor teacher or other members of the support team.
- Observations of teachers in multiple classroom settings
- Regularly scheduled seminars with colleagues, instructors, and support team members.

- A minimum of one formal, classroom observation each week for assessment purposes.
- The development of a teaching portfolio to be used for issuing a stage two certificate at the end of the induction period.

Post-Assignment

Remaining modules and/or cohort support meetings necessary to complete subject matter content or pedagogy requirements, and workshop preparation for the Praxis II content assignment.

TESTING:

- Required for initial licensure:

All candidates applying for a certificate are required to present passing scores on either the Georgia Teacher Certification Tests (not administered after June 1997) or the Praxis II: Subject Assessments.

Appropriate ACT, SAT, or GRE scores may be used to satisfy the Praxis I requirement.

- How long have they been testing:

As of July 1, 1997, the Praxis II series replaced the Georgia Teacher Certification Tests (TCT). The Praxis I series which focuses on basic academic skills was required beginning March 1, 1999 as part of a college recommendation for certification.

- Kinds of tests used:

- Praxis I
- Praxis II

- Tests in every area or in core areas:

All Content areas are tested.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|--|-----------|
| Elementary Ed:Content Area Exercises | 137 |
| Elementary Ed: Curriculum, Inst. And Assess. K-5 | 154 |
| Middle School English/LA | 151 |
| Middle School Science | 148 |
| Middle School Social Studies | 144 |
| Middle School Math | 145 |
| Art | 161 |
| Biology | 152 |
| Chemistry | 154 |
| Composite Science | 145 |
| Earth Science | 145 |
| Economics | 151 |
| English | 168 |
| Geography | 151 |
| Government/Political Science | 151 |
| History | 151 |
| Math | 136 |
| Music | 154 |
| Physics | 164 |
| Social Studies | 151 |
| Spanish | 167 |

MAJORS AND MINORS (SEMESTER HOURS FOR EACH):

- Minors currently allowed or not?

In order to be considered highly qualified, teachers must be certified in Georgia and must be teaching in their area of certification. Teachers teaching in their minor must meet the major equivalency for their field in order to meet certification guidelines.

- Will minors be allowed in July 2006?

As of 2006-2007, teachers teaching outside of their field of certification are not considered highly qualified. The Georgia Educator Workforce Research and Development Division will gather information on numbers of out-of-field teachers, and the Professional Standards Commission will revise Middle Grades certificates to indicate approved subject areas. Middle School teachers are being offered additional coursework in math and science. Lead teachers in the Pre-K program will be required to have a two-year certificate or diploma so that they will have an academic minor or equivalent in their field.

COMPOSITE DEGREES IN SCIENCE AND SOCIAL STUDIES:

- Teachers teaching social studies or science subjects at the secondary level can be considered highly qualified if: 1) they have a major or equivalent (21 hours of upper division courses) in the subject; *or* 2) they have passed Praxis II in the subject; *or* 3) they hold a clear renewable certificate in the field. To qualify to teach at the secondary level in other social studies or science fields (for which they don't have a major), teachers can complete requirements to add a field and take Praxis II in that field *or* pass the Broad Fields Praxis II in social studies or science.
- Veteran teachers must have a minimum of 15 semester hours in each of the social studies or science content areas they teach, have passed the Broad Fields Praxis II, and hold a clear renewable certificate. Otherwise, they can meet the HOUSSE requirement.
- Secondary teachers with the Broad Fields, Social Studies or Science certificate are highly qualified to teach any of the social studies or science fields, respectively, if they have an academic major/equivalent in one of the areas *or* have passed the Broad Fields Praxis II.

MIDDLE SCHOOL:

- Grades making up middle school:

5-9

- Teacher qualifications for middle school now

Middle Grade Endorsement

The Middle Grades Endorsement may be added to grades 6-12 teaching fields to enable these teachers to work in field in middle schools.

Until JUNE 30, 2006, in addition to completing a state-approved program, applicants for the Middle Grades Endorsement have the option of completing 9 semester hours of college credit or equivalent Professional Learning Units (PLUs) in the following:

- Nature and curriculum needs of the middle grades learner;
- Teaching of Reading OR Teaching of Reading and Writing; and
- A supervised practicum in grades 4-8 OR one year of acceptable teaching experience in grades 4-8 while holding a valid state certificate in that field.

➤ Teacher qualifications for middle school in July 2006

After JULY 1, 2006, only the following guidelines will apply.

- In addition to full-field certificates, Georgia educators may be issued endorsements in specific areas to recognize additional expertise that supplements the base certificates and enables the holder to be assigned in field in these additional endorsement areas.
- Endorsements may be initially issued as Clear Renewable or Non Renewable Professional Certificates.
- To be eligible for a Clear Renewable endorsement, the educator must:
 - hold a valid, professional Georgia certificate of any type, to include: teaching, service, leadership, paraprofessional, technical specialist and permit;
 - complete a state-approved program in the endorsement field and be recommended by the approved provider; or
 - hold or have held an out-of-state certificate in the endorsement field.
- To be eligible for a 1-year Non-Renewable Professional endorsement, the educator must:
 - hold a valid, professional Georgia certificate;
 - be enrolled in a state-approved program for that endorsement field; and,
 - have the endorsement requested by an employing Georgia school system.
- Special Georgia Requirements do not apply to endorsement fields.
- The validity period for an endorsement is the same as for the base certificate it endorses and will be renewed when the endorsed base certificate is renewed. Endorsement fields require that the base certificate field be maintained.

Beginning in 2006-2007, all middle school teachers must be assigned to their designated areas of concentration, including teachers with Middle Grades

certificates who are teaching in departmentalized settings in grades 4-5. Middle Grades certified teachers teaching in self-contained settings in grades 4-5 will have to have all 5 middle grades concentrations, or hold an Early Childhood certificate.

A passing score on the Middle Grades Generalist Praxis II or TCT Middle Childhood tests satisfies the Early Childhood testing requirement.

STUDENT TEACHING REQUIREMENTS:

- Number of weeks require

15 weeks minimum student teaching experience is required.

- Minimum grade point average

A 2.5 or higher grade point average is required.

NO CHILD LEFT BEHIND:

- Definition of highly qualified

In order to be considered highly qualified, teachers must be certified in Georgia and must be teaching in their area of certification.

- Requirements for veteran teachers

The following certificates allow a teacher to be considered highly qualified, as long the teacher has demonstrated subject matter knowledge.

Professional Clear Renewable certification is based upon completion of a college's state approved certification program in a field for which Georgia certifies, full completion of Georgia's Teacher Alternative Preparation Program (TAPP), professional certification from any state (along with passage of a subject test), or certification by the National Board for Professional Teaching Standards (NBPTS). It also includes the performance-based certificate, which the state issued between 1979 and 1990.

Provisional certificates are lateral entry alternative routes (described below).

Intern certificates are issued to TAPP participants who are en route to clear renewable certification and thus have not completed all the requirements.

Teachers with life certificates (discontinued in 1974) will be considered highly qualified if they have passed a subject matter test or the Georgia Highly Objective Uniform State Standard of Evaluation (HOUSSE).

Teachers with probationary certificates (teachers working to become *certified* in a second content area in which they are teaching) are considered highly qualified as

long as they have passed the Praxis II subject test in the second area.

Teachers with conditional certificates (missing some condition for full certification) will be considered highly qualified as long as they have passed the Praxis II OR hold a major/equivalent in the subject they are teaching. This would include new teachers from another state who have not passed a subject test. Veteran teachers from another state may pass the HOUSSE standard to become highly qualified. Teachers with emergency certificates (those who lack renewal credit, recent study, or appropriate assessments) will be highly qualified as long as they meet the HOUSSE standard or the required renewal credits.

Teachers with permits (issued to those who qualify to teach based on their experience) will be considered highly qualified as long as they pass Praxis II or meet the HOUSSE standard.

- Requirements by Grade level:
 - Elementary:

In order to be considered highly qualified, an elementary teacher must:

 - Hold at least a bachelor’s degree from a regionally accredited institution of higher education
AND
 - Hold a valid Georgia teaching certificate in Early Childhood Education;
AND
 - Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate (PK-5);
AND
 - Have verification of subject matter competency in the content area taught by achieving one of the following:
 - an academic major or credit-hour equivalent in Early Childhood Education; OR
 - a passing score on the Praxis II teacher certification test for the Early Childhood Education field; OR
 - meet the requirements of a “High Objective Uniform State Standard of Evaluation” (HOUSSE) for the area
 - and/or subject(s) taught. (Veteran2 teachers only.)
 - Middle School: See Middle School Requirements above.
 - Secondary:

In order to be considered highly qualified, a secondary teacher must:

 - Hold a bachelor’s degree from a regionally accredited institution of higher education;
AND
 - Hold a valid Georgia teaching certificate in the subject(s) taught;
AND
 - Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate;
AND
 - Verify content area competency in *each* subject taught by

achieving one of the following:

- Have an academic major, coursework equivalent, or graduate degree(s)¹⁸ in the subject area(s) taught; OR
- Obtain advanced certification credentialing; OR
- Obtain a passing score on the Praxis II teacher certification test for each subject(s) taught; OR
- Meet the requirements of a “High Objective Uniform State Standard of Evaluation” (HOUSSE) for the area and/or subject(s) taught. (Veteran¹⁹ teachers only.)
AND
- Be assigned to teach in the area(s) of certification.

➤ Requirements for new teachers

Under the current Georgia certification requirements, new teachers will be highly qualified if they are licensed in their area and are licensed in the state of Georgia.

➤ Rural Flexibility Rule (What’s being done?)

Georgia is not addressing the rural flexibility issue.

➤ Portfolios

Georgia is not using a portfolio to meet highly qualified requirements. A point system as determined by the Georgia HOUSSE framework is being used instead.

➤ Use of term “major equivalency

For the purposes of NCLB, Georgia allows an academic major to be defined by the graduating institution. The coursework equivalent for an academic major for the secondary teaching fields is 21 hours of upper division courses. The coursework equivalent for middle grades teachers is a minimum of 15 semester hours in each area of concentration.

NATIONAL BOARD-PAYING A STIPEND:

Under current state code, 20-2-212.2, Georgia teachers who achieve national certification from NBPTS are eligible to receive an annual salary supplement of 10% of state base pay for the life of the certificate. The certificate is valid for 10 years, effective the date of achieving NBCT and may be renewed. In addition, the designation renews the Georgia certificate for the 10 years.

NEW TEACHER SUPPORT SYSTEM (MENTORING):

The state of Georgia is implementing a voluntary state-funded activity that encourages the match of teachers who need professional "on-the-job" assistance (protégés) with veteran teachers who are skilled and trained to provide support

(mentors). The program is called George Mentor Teacher and its goals are as follows:

- To assist beginning teachers in defining and developing effective instructional practices and classroom management techniques
- To assist beginning teachers with effective performance of their duties and responsibilities
- To increase teacher retention in the profession
- To recognize and strengthen the skills of veteran teachers who are rejuvenated by sharing their experience and expertise with beginning teachers.

State Teacher Standards

The teacher standards for Georgia can be found at:

<http://www.gapsc.com/TeacherEducation/Rules/Rules.asp>

Refer to the state Teacher Standards Matrix on page for an overview of the findings.

State Contacts

Professional Standards Commission

Number Two Peachtree Street

Suite 6000

Atlanta, GA 30303

Voice: 404/232-2500

Member Web Site - <http://www.gapsc.com>

Approved Programs - <http://www.gapsc.com/ApprovedProgram/educationProgram.asp>

Email Address - mail@gapsc.com

Hawaii

Licensing

➤ *Types/Stages of Licensure*

- **Initial Basic/Professional Teaching Certificate**
Initial Basic certificate is issued for five years, and is renewable. This certificate requires completion of undergraduate, advanced or graduate level state approved teacher education program including student teaching and passing scores on the Praxis I, PPST in Reading, Writing and Mathematics, Praxis II: PLT and Praxis II: Content Area/Subject Assessment Tests.
- **Basic/Professional Teaching Certificate**
This is a five year, renewable certificate. This certificate is available to applicants after they have completed two years of successful performance in the public schools of Hawaii.
- **Emergency Teaching Certificate**
This is a one year, renewable up to a maximum of four years certificate. This certificate is issued when an unlicensed individual is hired when no licensed teacher is available. This certificate requires a baccalaureate degree from a regionally accredited institution.

➤ *Out of State License*

Hawaii belongs to the Interstate Certification Compact. An out-of-state applicant must meet all criteria for an initial license, including testing requirements.

➤ *Renewal Requirements*

Teachers whose license expire on June 30,2004 or June 30,2005 may be granted a five-year license renewal upon approval of a Professional Growth Plan prepared and submitted by the licensee 6 months prior to license expiration. Upon Board approval of the plan, the licensee will have three years to complete the plan and submit documentation(s) and a professional reflection to the board. Upon approval of documentation and license renewal report, the licensee will be re-issued a license valid for five years.

➤ *Alternative Systems of Attaining a Teaching License*

See also Types/Stage of Licensure- Emergency Teaching Certificate

Testing

➤ *Testing Requirement*

Passing scores on the PPST test and PLT Praxis II test are required for certification.

➤ *Testing History*

Testing was implemented in 1995.

➤ *Types of Testing*

○ **Content Area- (Scores- See Chart Following)**

- **Praxis II: Principles of Learning and Teaching (PLT)**
Principles of Learning and Teaching is a required test. Test areas are K-6, 5-9, or 7-12. Passing scores for each category are: K-6 (163), 5-9 (157) & 7-12 (157).
- **Praxis II: Subject Assessment** The Subject Assessment tests are required in education major or elementary areas. Elementary applicants are required to take the test listed for elementary level. Secondary applicants are required to take content area test(s) in the education major.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 135 |
| PLT: Grades K-6 | 163 |
| Middle School 5-8 English/LA | 164* |
| Middle School 5-8 Science | 157* |
| Middle School 5-8 Social Studies | 154* |
| Middle School 5-8 Math | 136* |
| Art | 166 |
| Biology | 161 |
| Chemistry | 144 |
| Composite Science | 157 |
| Earth Science | N/A |
| Economics | N/A |
| English | 164 |
| Geography | N/A |
| Government/Political Science | N/A |
| History | N/A |
| Math | 136 |
| Music | 139 |
| Physics | 144 |
| Social Studies | 154 |
| Spanish | 171 |

*Middle School Testing is the same as 9-12 testing but the applicant must take the PLT 5-9.

- **Basic skills-**
 - **Praxis I** The Praxis I: PPST test of reading, writing and math skills is used with passing scores of reading 172, writing 171, and math 173.
- ***Test in every area or in core areas***
Testing in Hawaii covers more than core areas.

Majors & Minors

- ***Major-***
 - **Semester Hours**
Semester hour requirements vary by institution and degree.
- ***Minor-***
 - **Semester Hours**
Semester hour requirements vary by institution and degree.
- ***Current Use of Minor***
Teachers in Hawaii are currently not allowed to teach with their minors.
- ***2006 Use of Minor***
A teacher will not be allowed to teach with their minor however they make the minor a major or major equivalency by using the HOUSSE rubric to qualify.

Composite Degrees

No information was available on composite degrees.

Middle School

- ***Middle School Definition***
Middle School is defined as grades five through nine.
- ***Current Teaching Qualifications***
The Praxis II: PLT area of 5-9 must be taken and passed to be a middle school teacher.
- ***2006 Teaching Qualification- see also NCLB Highly Qualified***
 - **A new Middle School Teacher must:**

- Meet the requirements of licensure
- Have a passing score on the Praxis II: PLT (5-9)
- **An experienced Middle School Teacher must:**
 - **Complete the HOUSSE plan**
 - Take the Praxis test
 - Have experience in the field
 - Take courses via professional development
 - Take additional courses that they are not licensed to teach

Student Teaching Requirements

➤ ***Number of Weeks***

The number of weeks of student teaching experience range from the required minimum of 10 up to 18 weeks.

➤ ***Minimum GPA***

A cumulative grade point average of 2.75 is required to enter the teacher education program.

NCLB

➤ ***In order to be considered “highly qualified” under NCLB, a teacher:***

- Has a Hawaii license for teaching, OR
- Has successfully completed a state approved education program, OR
- Has successfully completed an undergraduate major, a graduate degree, course work equivalent to an undergraduate major, or advanced certification or credential.

➤ ***Requirements for Veteran Teachers***

- **An experienced secondary teacher must:**

- Hawaii HOUSSE is an NCLB requirement for veteran teachers to show that they are highly qualified to teach the subject areas assigned to them. The application uses the NCLB HOUSSE (High Objective Uniform State Standard of Evaluation) criteria to determine whether each teacher meets NCLB Highly Qualified status, using information such as undergraduate and graduate majors, Praxis completion, course work, and other indicators of content area expertise.
 - **An experienced elementary teacher must:**
 - Hawaii HOUSSE is an NCLB requirement for veteran teachers
- ***Requirements for New Teachers as of July 2006***
 - **A new secondary teacher must:**
 - Have a major in each area being taught
 - Pass a Praxis II: Subject Assessment Test for each area being taught
 - **A new elementary teacher must:**
 - Have a major
 - Pass Elementary Praxis II: Subject Area assessment and PLT testing
- ***Rural Flexibility Rule***

Hawaii is unable to use the rural flexibility rule, as the federal stipulations are not met.
- ***Use of Portfolios***

The State of Hawaii is offering the HOUSSE program to enable teachers to become highly qualified.

Terminology “Major Equivalency”

The major equivalency was not used in any documentation.

National Board Stipend

In addition to money supplied to attain credit valued at 2300-3000, Nationally Board Certified teachers receive \$5000 per year for the life of the certificate.

New Teacher Support System-mentoring

Several districts have implemented their own improvement plan including teacher mentoring but the state has set no requirements for mentoring at this time.

Teacher Standards

The general performance, in-task standards can be found at <http://www.htsb.org/standards/teacher.html>.

State Contacts

Hawaii Teacher Standards Board
650 Iwilei Road, Suite 201
Honolulu, HI 96817
(808)586-2606
Web Site <http://www.htsb.org/>
Email lhammonds@htsb.org

Hawaii State Department of Education
PO Box 2360
Honolulu, HI 96804
(808)586-3269
Web Site <http://doe.k12.hi.us/>
Email HIDOE@notes.k12.hi.us

Idaho

Licensing – Standard Elementary, Standard Secondary, Interim, Temporary and Emergency, Consultant Specialist, Letter of Authorization, Misassignment.

a. Names, Types, Lengths, & Fees

- Standard Elementary – Valid for five years. Initial certificate. Not permanent. \$75.00 application fee. \$75.00 renewal fee. Renewable for five years.
- Standard Secondary – Valid for five years. Initial certificate. Not permanent. \$75.00 application fee. \$75.00 renewal fee. Renewable for five years with no limit.
- Interim – Valid for three years. \$75.00 application fee. Not renewable.
- Temporary and Emergency - Valid for three years. \$75.00 application fee. \$75.00 renewal fee. Not renewable.
- Consultant Specialist – Valid for one year. \$100.00 application fee. \$100.00 renewal fee. Renewable 99 times.
- Misassignment – Valid for one year. \$100.00 application fee. \$100.00 renewal fee. Renewable 99 times.

b. In-State versus Out of State Requirements

- Standard Elementary – Bachelor’s degree from an accredited college or university; a minimum of 24 semester hours of professional preparation including reading and student teaching; and a minimum of 44 semester hours in general education as specified. Pedagogy or professional knowledge classes are required. A minimum of 24 semester credit hours in the philosophical, psychological, and methodological foundations of education and in the professional subject matter of elementary education, which must include six semester credit hours of developmental reading and a minimum of six semester credit hours of elementary student teaching. There is a requirement for passing Idaho’s Technology Competency assessment and a 3-semester hour course: Idaho Comprehensive literacy Course (ICLC). Idaho also has a multi cultural requirement in all teacher preparatory programs.
- Standard Secondary – Bachelor’s degree from an accredited college or university; a minimum of 24 semester hours of professional preparation including reading and student teaching; and preparation of at least two fields of secondary teaching, including a major subject of at least 30 semester hours and a minor subject of at least 20 semester hours, or a 45 semester hour composite major. A minimum of 20 semester credit hours is required in the philosophical, psychological, and methodological foundations of education. There is a requirement for passing Idaho’s Technology Competency assessment and a 3-semester hour course: Idaho Comprehensive literacy Course (ICLC).
- Interim – Issued to those candidates who are applying from out of state and have a current out of state certificate and have not completed those necessary requirements listed; 1) an Idaho approved technology

assessment, 2) Idaho Comprehensive Literacy course or assessment, or 3) not completed six recent credit hours of course work from an accredited college or university within the last five years.

- Temporary and Emergency – This is a candidate-initiated request. Under this program, a person meeting the requirements is allowed to teach in a public, private, or parochial school while working toward standard Idaho certification. This program is designed as an alternative path toward standard Idaho certification and not as an alternative certification.
 - Consultant Specialist – This is a district-originated request submitted to the State Department of Education Certification office. Included in the request is a letter defining an emergency and noting that a person who is “highly and uniquely qualified” has been found to fill the emergency. Permission is granted through the Certification office. It is granted for one full year.
 - Letter of Authorization – This is a district-originated request submitted to the State Department of Education Certification office, approved by the Professional Standards Commission and referred to the State Board of Education for final approval. The permission is generally granted one year at a time for a maximum of three years. During this time, the person is working with a college/university on a program toward standard Idaho certification.
 - Misassignment – Approval for misassignment is requested by the school district when a person is assigned to teach in a content area for which s/he is not certified. The approval is granted for one year if the person has six semester credit hours in the content area assigned. Approval is granted for up to one-half of the teaching assignment and may be renewable upon district request.
- c. Alternative Systems of Attaining a Teaching License – The Troops to Teachers program is the only organized recruitment effort in Idaho for the Alternate Route Program. However, when potential applicants from various occupations inquire about Idaho certification, the Alternate Route Program is discussed as an option.
- A potential candidate for the Alternate Route Program initially requests, through the Certification office, consideration for entry into the program. To be considered for entry into the program, the potential candidate must:
 - Be employed in a school district, or under contract pending entering the Alternate Route Program
 - Submit a written request to enter the Alternate Route Program
 - Submit two (2) letters of recommendation
 - Possess a bachelor’s degree with a major and minor teaching area
 - Submit an application, official transcripts and an application fee
 - Undergo a criminal background check, including fingerprinting.

d. Renewal Requirements

- Standard Elementary – Renewable for five years with no limit as to the number of times. Must complete six semester or nine quarter credit hours of course work from an accredited college or university during validity of current certificate.
- Standard Secondary – Renewable for five years with no limit as to the number of times. Must complete six semester or nine quarter credit hours of course work from an accredited college or university during validity of current certificate.
- Interim – Nonrenewable.
- Temporary and Emergency – Nonrenewable.
- Consultant Specialist – Renewable for one year, 99 times.
- Letter of Authorization – Renewable for one year three times.
- Misassignment – Renewable for one year, 99 times.

Testing – Years ago there was a mandatory test. (NPE) but that has not been required for some time. The Praxis I is required of students to gain entry into a teacher education program. Qualifying scores on the Praxis are required as of September 1, 2004.

a. Required for Initial Licensure

- The following tests are required for the Standard Elementary certificate; PRAXIS II: Assessment – Elementary Education: Content Knowledge, and PLT (Principles of Learning and Teaching) – Choice of: Grades K-6 or Grades 5-9.
- The PRAXIS II content area assessments are required and in place for State Board-approved endorsements for Standard Secondary certificates.

b. What Kinds of Tests Are Used

- Content Area
 - PRAXIS II: Assessment – Elementary Education, Content Knowledge.
The qualifying scores are as follows:

| | |
|------------------|-----|
| ○ Elementary K-8 | 143 |
| ○ English | 158 |
| ○ Math | 119 |
| ○ Science | 149 |
| ○ Social Studies | 150 |
 - PLT (Principles of Learning and Teaching).
- Basic Skills
 - Idaho’s Technology Competency Assessment.

Major & Minor – Semester Hours for Each

- a. All teachers must have at least one major.
- b. A minimum of 44 semester hours in general education is required at the Elementary level.

- c. The Secondary level requires a major subject of at least 30 semester hours and a minor subject of at least 20 semester hours, or a 45 semester hour composite major.

Composite Degrees in Science & Social Studies

- a. Existing teachers are required to successfully complete a minimum of 20 semester credit hours in any content area posted on their certificate.
- b. Composite majors require a minimum of 45 semester hours.

Middle School – Idaho does **not** have a Middle School endorsement. Idaho recognizes Elementary as K-8, and Secondary as 6-12. Middle school teachers teaching in content area grades 7 & higher must have an endorsement.

Student Teaching Requirements

- a. Number of Weeks Required
 - A pre-service or student teaching program that includes a minimum of six semester credit hours of elementary student teaching under clinical supervision is required. Note – Three years of certificated teaching in K-8 may substitute.
 - A pre-service or student teaching program that includes a minimum of six semester credit hours of secondary student teaching under clinical supervision is required. Note – Three years of certificated teaching experience in grades 6-12 may substitute.
 - Sixteen weeks of full-time student teaching is required for elementary.
 - Ten weeks of full-time student teaching is required for secondary.
- b. Minimum Grade Point Average – There is no minimum GPA requirement for general and/or professional education coursework.

No Child Left Behind

- a. Definition of Highly Qualified – Teachers in Idaho who are currently teaching in an endorsed area or hold an Idaho endorsement listed on a valid teachers certificate issued by the state of Idaho are considered Highly Qualified and have met the requirements of the No Child Left Behind Act.
- b. Requirements for Veteran Teachers –
 - Teachers in Idaho who are currently teaching in an endorsed area or hold an Idaho endorsement listed on a valid teachers certificate issued by the state of Idaho are considered highly qualified and have met the requirements of the No Child Left Behind Act.
 - A 100-point rubric is currently being created to allow teachers to benefit from and get recognized for various educational experiences that will apply toward HQT.
- c. Requirements for New Teachers as of July 2006 – A new teacher seeking an Idaho license to teach in a core academic subject area must meet the definition of a NCLB Highly Qualified Teacher by the 2006-2007 School Year.

Rural Flexibility Rule – What Are They Doing?

- a. Title IX of ESEA (as reauthorized by the NCLB) permits the use of consolidated plans by local school districts. The Idaho Consolidated Plan serves as a local school district's application for the program funds included in the plan. Information submitted by school districts in their consolidated applications is integral to the State's accountability process and to the Idaho Department of Education's ability to meet its basic administrative responsibilities.
- b. All of the programs included in Idaho's Consolidated Plan, except the State-funded LEP Assistance Program, are authorized by the No Child Left Behind Act of 2001.
- c. Portfolio – Idaho does not require a portfolio for licensure. Some institutions require a portfolio as part of their teacher preparation program.

State Law – use of Terminology “Major Equivalency” – 30-semester hours, and a minor of at least 20-semester hours, or a 45-semester hour composite major.

National Board – Paying a Stipend?

- a. Legislation has established that National Board Certified Teachers will be designated as master teachers and will receive a one-time \$10,000 bonus paid at \$2,000/year for five years.
- b. At this time the cost of National Board Certification is \$2,300.00. The subsidy program can pay up to \$1,150.00 of the total fees for a candidate who meets the eligibility requirements.
- c. Local districts are funding National Board Certification in different and creative ways.

New Teacher Support System – Mentoring – Each teacher trainee must be assisted by and guided throughout the two-year training period by a certified employee of the district who has been designated as a mentor teacher.

State Teacher Standards

The teacher standards for Idaho can be found at:

www.sde.state.id.us/certification

www.sde.state.id.us/most

Refer to the state Teacher Standards Matrix for an overview of the findings.

Fingerprinting; Background Check; Police Record Examination

- a. Idaho requires all of the above to obtain a Teachers Certificate.
- b. A fee of \$40.00 is required for fingerprinting.

State Contact

State Department of Education
Bureau of Certification and Professional Standards
P.O. Box 83720
650 West State Street
Boise, ID 83720-0027
Voice: 208/332-6884
Member Web Site - <http://www.sde.state.id.us/certification>

Michael Stefanic - Bureau Chief (208) 332-6886, (208) 334-2094
mstefan@sde.state.id.us

State Teacher Assessment Cut off Scores

Test: Praxis II –Subject Assessment - IDAHO

| Core academic subject area | Cut Score |
|----------------------------------|---------------------------|
| Elementary 1-6 | 143 |
| PLT: Grades K-6 | 161 |
| Middle School 5-8 English/LA | |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | 155 |
| Biology | 139 |
| Chemistry | 139 |
| Composite Science | 149 |
| Earth Science | 144 |
| Economics | 460 |
| English | 158 |
| Geography | 600 |
| Government/Political Science | 610 |
| History | Test Required No Score |
| Math | 119 |
| Music | 148 |
| Physics | 129 |
| Social Studies | 150 |
| Spanish | 152 |

Illinois

Levels of Certificates

- Initial Certificate – issued for four years upon completion of a bachelor’s degree, approved teacher preparation program, ICTS Basic Skills Test and Subject-Knowledge Test, and completion of Assessment of Teaching Test (Illinois Tests)
- Provisional Certificate – issued for two years to applicants who hold another state’s certificate if they do not meet all of the requirements of an Illinois certificate such as the required tests. Candidate has 9 months to take and pass the required tests and remove all deficiencies on the certificate or it will be canceled.
- Standard Certificate – issued for five years upon completion of four years of successful teaching and required testing.
- Master Certificate – issued for ten years upon being certified by the National Board for Professional Teaching Standards.

Types of Certificates and Requirements

- Early Childhood (Birth-Grade3) Requirements:
 - Bachelor’s Degree from recognized institution
 - 32 semester hours of professional education including both preschool and primary
 - Illinois Certification Tests must be passed
- Elementary (K-9) Requirements:
 - Bachelor’s Degree from recognized institution
 - Professional education including student Teaching
 - Illinois Certification Tests must be passed
- Secondary (6-12) Requirements:
 - Bachelor’s Degree from recognized institution
 - Professional Education including student teaching
 - 32 semester hours in one major area of specialization
 - Illinois Certification Tests must be passed
- Special (K-12) Requirements:
 - Bachelor’s Degree from recognized institution
 - Professional Education including student teaching in the area of specialization
 - 32 semester hours in the area of specialization
 - Illinois Certification Tests must be passed
- Substitute, Provisional Vocational, Temporary Provisional Vocational, Part Time Provisional, and Bilingual Certificates are issued through transcript evaluation and approval of required hours of work experience where mandated.

In- State Versus Out-of- State Requirements

- In-State Applicants: Bachelor's degree, completion of an approved Illinois teacher education program, application from institution, submission of transcript, and completion and passing of required Illinois tests
- Out-of-State Applicants:
 - Reciprocal Interstate Certificate agreements with 36 other states - qualifies applicants if they have completed approved state program, have comparable certificate, and have passed required Illinois tests.
 - Applicants not belonging to Interstate agreement but wanting or holding a comparable certificate may apply through transcript evaluation.
- In-state and out-of-state applicants that have deficiencies may be issued two year Provisional Certificate

Alternative Certification Programs – Must be provided by a partnership that includes a recognized institution that offers a baccalaureate and master's degree program, and one or more not-for-profit organizations. The program is limited to 260 participants per year. A one-year nonrenewable provisional teaching certificate will be issued when the participant meets the following:

- Graduated from an accredited college or university with a bachelor's degree, employed for at least five years in an area requiring application of the participant's education, and passed the Illinois required testing
- After successfully completing an intensive course of study in education theory, methods, and practice teaching, the participant must then do full-time teaching for one school year and be assessed by school officials and partnership members. The participant can then be recommended for the four year nonrenewable Initial Alternative Teaching Certificate.

Alternative Route to Teacher Certification

- Must be provided by a recognized institution and may be offered in conjunction with one or more not-for-profit organizations. This alternative program must include the content and skills of the institution's current program. A one-year nonrenewable provisional alternative certificate will be issued when the participant meets the following:
- Graduated from an accredited college or university with a bachelor's degree, employed for at least five years in an area requiring application of the participant's education, and passed the Illinois required testing After successfully completing an intensive course of study in education theory, methods, and practice teaching, the participant must then do full-time teaching for one school year with the advice and assistance of a mentor teacher and be assessed by school officials and program participants. The participant can then be recommended for the four year nonrenewable Initial Teaching Certificate.

Renewal Requirements

- Certificate Renewal Plan must be submitted to and approved by Local Professional development Committee. Plan must include personal improvement goals, proposed activities or types of activities, and projected timelines.
- The Professional Standard Certificate – renewed for five-year periods upon completing required professional development plan that has been submitted to Local Professional Development Committee.
- The Master Certificate – renewed for ten-year periods upon completing required professional development plan that has been submitted to Local Professional Development Committee.

Testing

- Illinois Certification Testing System - Illinois requires the ICTS Basic Skills Test, Subject-Area Test, and the Assessment of Professional Teaching Test for certification.
- ICTS Basic Skills Test (Effective July 2002) – Required at entrance or exit of teacher education program. Minimum passing score of 240 overall and a minimum passing score in each of the following areas:
 - Reading 50% Correct
 - Language Arts 50% Correct
 - Mathematics 35% Correct
 - Writing 5 Out of 12
 - ICTS Appropriate Subject-Matter Test (Effective July 2004) – Required in order to do student teaching with a minimum passing score of 70.
 - Assessment of Professional Teaching Test (Effective Oct., 2003) -
 - minimum passing score of 240

Student Teaching Requirements – 100 hours of prestudent teaching clinical experiences, completion of required Illinois testing, minimum overall GPA of 2.5, and 10 weeks of student teaching OR five semester hours of credit in a student teaching course at any grade level and evidence of three months of successful teaching can be substituted.

Majors/Minors – 32 semester hours are required for a major in the teaching area. At the middle school level, a minimum of 18 semester hours – a minor, are required in the teaching area.

*In 2006 the 18 semester hours alone at the middle school level will not be acceptable in order to meet the requirements of NCLB.

Composite Degrees in Science and Social Studies – 24-semester hours are needed in General Science including semester hours in the area to be taught. Teachers are required to pass a state examination covering the core knowledge, plus a test portion dealing with a specific designation in the area.

24-semester hours are needed in Social Studies including semester hours in the area to be taught. Teachers are required to pass a state examination covering the core knowledge, plus a test portion dealing with a specific designation in the area.

Middle Schools – Grades 5-8

- Current Teaching Requirements: 18 semester hours in area to be taught and 6 semester hours of middle-grades courses
- Requirements in July, 2006: Valid Illinois teaching certificate appropriate to Middle School level and meet one of the following "HOUSSE" options:
 - Pass Elementary/Middle Grades Test or Content-Area Test
 - Have a major or coursework equivalent to a major in the subject
 - Have a master's degree or other advanced degree in the subject
 - Be NBPTS certified in the subject
 - Have an endorsement or its coursework equivalent sufficient to meet Illinois requirements for subject, teaching experience, and continuing professional development in subject

No Child Left Behind (NCLB)

- Illinois definition of "Highly Qualified":
 - Veteran Teachers – Teachers first certified to teach in Illinois on or before June 30, 2002
 - New Teachers – Teachers first certified to teach in Illinois on or after July 1, 2002
- Requirements to be considered "Highly Qualified" as of July 2006:
 - Veteran Teachers – Valid Illinois Teaching Certificate and one of the following "HOUSSE" options:
 - Pass Elementary/Middle Grades Test or Content-Area Test in teaching area
 - Have a major or coursework equivalent to a major in teaching area
 - Have a master's degree or other advanced degree in teaching area
 - Be NBPTS certified in teaching area
 - Have an endorsement or its coursework equivalent sufficient to meet Illinois requirements for teaching area, teaching experience in subject, and engaged in continuing professional development in teaching area
 - New Teachers
 - Elementary (K-4) – Options to be considered highly qualified as of July 2006:
 - Hold Early Childhood Certificate and pass Early Childhood Test (available through grade 3)
 - Hold Early Childhood Certificate and National Board Certificate as Early Childhood Generalist (available through grade 3)
 - Hold Elementary Certificate and pass Elementary/Middle Grades Test
 - Hold Elementary Certificate and National Board

- Certificate as a Middle Childhood Generalist (available through grade 3)
- Hold Provisional Early Childhood or Elementary
- Certificate based on another state's certification and pass Early Childhood Elementary/Middle School Test within 9 months
- Hold Special K-12 Certificate and pass Content-Area Test
- Middle Grades (5-8)-Options to be considered highly qualified as of July 2006:
 - Hold Elementary Certificate and pass Elementary/Middle Grades Test
 - Hold Elementary Certificate and Middle Grades endorsement or equivalent and pass Elementary/Middle Grades and pass Content-Area Test
 - Hold secondary certificate and pass Content-Area Test (grades 6-8), or hold major or equivalent, or have graduate degree or advanced certification (NBPTS) in teaching area (grades 6-8), or pass Elementary/Middle Grade Test
 - Hold a Special K-12 Certificate in subject and pass Content-Area Test
 - Hold a Provisional Elementary, Secondary, or Special K12 Certificate based on another state's certification and pass Elementary/Middle Grades Test or Content-Area test within 9 months
- Secondary Grades (9-12) - Options to be considered highly qualified as of July 2006:
 - Hold a Secondary Certificate and pass Content-Area Test, or have a major or equivalent in teaching area, or have a graduate degree or advanced certification in teaching area
 - Hold an Elementary Certificate and pass Elementary/Middle Grades Test and Content-Area Test, or pass Elementary/Middle Grades Test and have major or coursework equivalent to major, or have a graduate degree or advanced certification (NBPTS) in teaching area
 - Hold a Provisional Elementary (applicable only to grade 9), Secondary, or Special k-12 Certificate based on another state's certification and pass required tests within 9 months

Rural Flexibility Rule – As of July 2004, Illinois has not formulated a policy on the rural flexibility announcement. It appears that 276 rural districts in Illinois would qualify under the SRSA program which is a part of REAP.

National Board Certification

- Fee: Illinois pays for \$2000 of \$2300 fee for National Board Certification
- Stipend: \$3000 annual payment, additional \$1000 incentive available if teacher agrees to provide 60 hours of mentoring throughout the year to classroom teaches, \$3000 incentive if the mentoring is provided to a school on the “Early Warning List” or at the poverty level

New Teacher Support System – Mentoring – Participation by a new teacher in the mentoring program is one of the six professional development options available for a new teacher to move from the Initial to the Standard Certificate.

State Teacher Standards

Teacher Standards for Illinois can be found at:

<http://www.isbe.net/profprep/standards.htm>

Refer to the Teacher Standards Matrix for an overview.

State Contacts

Illinois State Board of Education

100 North First Street

Springfield, IL 62777

Ph: 217/782-3774

Fax: 217/524-1289

Website: <http://www.isbe.net/teachers>

Indiana

Teacher Licensing

Three Indiana Professional Educator Licenses (Referred to as Rules 2002)

Instructional

There are 25 licenses issued under this category.

- Adaptive Physical Education
- Business
- Career/Technical Education
- Communication Disorders
- Computer Education
- Driver and Traffic Safety Education
- English as a New Language
- Exceptional Needs
- Fine Arts
- Foreign Language
- Generalist (Early Childhood)
- Generalist (Early Childhood and Middle Childhood)
- Generalist (Early Adolescence)
- Gifted and Talented Education
- Health/Physical Education
- Journalism
- Language Arts
- Library/Media
- Mathematics
- Reading
- Reading Specialist
- Science
- Social Studies
- Technology Education
- Workplace Specialist

School Services Personnel

There are currently three types of school services licenses.

- School Counselor
- School Nurse
- School Psychologist

Administrator

There are two types of administrative licenses.

- District Administrator
- Building Level Administrator

Three Levels Indicated On Each License

Initial Practitioner License

- Valid for two years
 - Bachelor's Degree or higher
 - Has met INTASC Standards

- Has met Indiana Developmental Standards
- Has met Indiana Content Standards in at least one of the license areas listed below

Proficient Practitioner License

- Valid for five years (renewable)
 - Complete IPSB assessment program
 - Complete the Indiana Mentoring Program that includes a two-year mentorship and completion of an assessment portfolio

Accomplished Practitioner License

- Valid for ten years (renewable)
 - Requires a higher degree (Usually a master's degree) **(OR)**
 - National Board Certification
- This License is not required

Four Developmental Levels

1. Early Childhood

- Based on IPSB Early Childhood Standards
 - Standard #1: Core Knowledge: The early childhood education professional possesses core knowledge that is extensive and comprehensive and goes well beyond common knowledge.
 - Standard #2: Child Growth and Development: The early childhood education professional understands typical and atypical growth and development within each developmental domain and possesses the knowledge to facilitate healthy growth and development in all young children.
 - Standard #3: Foundations of Education and Learning: The early childhood education professional understands the roles of history, philosophy, and educational learning theories as being fundamental to planning curricula that are developmentally appropriate for each of the individual children in a group.
 - Standard #4: Curriculum and Instruction: The early childhood education professional understands developmentally appropriate practices and can develop curriculum and implement instruction for all young children.
 - Standard #5: Family, Culture, and Community: The early childhood education professional understands the influence of the family, community, and culture on the learning and development of the young child.
 - Standard #6: Observation and Assessment: The early childhood education professional is knowledgeable about methods of assessment and evaluation and uses assessment information to plan appropriate curriculum and to provide feedback for families.
 - Standard #7: Professionalism: The early childhood education professional embraces and actively models professionalism, ethical behavior, and commitment to lifelong learning.
 - Standard #8: Learning Environments: The early childhood education professional promotes an environment that nurtures and encourages

the physical, emotional, social, moral, aesthetic, language, and cognitive growth and development of all young children.

- Covers teaching in preschool and/or primary grades

2. Middle Childhood

- Based on IPSB Middle Childhood Standards
 - Standard #1: Development: The middle childhood generalist understands that the developmental changes that occur in children age 7-12 are more radical than those for any other age group.
 - Standard #2: Curriculum: The middle childhood generalist creates, modifies, and implements integrated, meaningful curricula appropriate for children age 7-12.
 - Standard #3: Instruction: The middle childhood generalist plans and implements instruction based upon knowledge of students, learning theory, pedagogy, information technology, subject matter, curricular goals, and community.
 - Standard #4: Assessment: The middle childhood generalist understands the importance of multiple assessments (informal and formal, formative and summative) and uses a variety of developmentally appropriate assessments, some of which are performance-based, to improve student learning.
 - Standard #5: Professional Role: The middle childhood generalist demonstrates professionalism through collegiality, peer support, and professional self-assessment.
 - Standard #6: Student Learning: The middle childhood generalist understands the complexities of how children aged 7-12 learn and creates a learning environment that supports all children and their development.
 - Standard #7: Family/Community: The middle childhood generalist develops and maintains positive working relationships with families, school colleagues, support services, and community members at large to support children in their learning.
 - Standard #8: Professional Development: The middle childhood generalist actively engages in professional growth and development in order to revitalize both the professional role of teachers and student learning.
- Covers teaching in the intermediate grades of an elementary school

3. Adolescence/Young Adulthood

- Based on IPSB Adolescence/Young Adulthood Standards
 - Standard #1: The Development of Adolescents and Young Adults: The teacher of adolescents and young adults understands the range of developmental characteristics of adolescence including interpersonal, cultural, and societal contexts and uses this knowledge to facilitate student learning.
 - Standard #2: Decision Making: The teacher of adolescents and young adults understand the challenges young adults face and provides them

with the skills and opportunities to be reflective in making responsible decisions.

- Standard #3: The High School Learning Community: The teacher of adolescents and young adults has an understanding of the characteristics of high schools and incorporates this knowledge into the design of educational programs which reflect sound principles of teaching and learning.
- Standard #4: Curriculum: The teacher of adolescents and young adults understands the interdisciplinary nature of the high school curriculum and relates his/her subject matter to foster well-rounded student learning.
- Standard #5: Instructional Strategies: The teacher of adolescents and young adults understands the teaching/learning research base and employs a variety of instructional strategies, resources, and technologies which advance the learner into high level thinking skills.
- Standard #6: The Home-School Connection: The teacher of adolescents and young adults understands the impact of family structure and home life on educational development and uses this knowledge to facilitate and support the education of the young adult.
- Standard #7: Community and Transition to the Future: The teacher of adolescents and young adults understands the importance of the community in the education of the young adult and works with resource persons and community groups to promote student learning and citizenship.

➤ Covers teaching in high schools

Five School Settings Listed on License

These correspond to developmental levels

1. Preschool- Early Childhood- Generalist Standards for Early Childhood or Specific content: Will appear on the license as Preschool Generalist or as a specific content area.
2. Elementary/Primary- Early Childhood- Generalist Standards for Early and Middle Childhood or Specific Content: Will appear on the license as either Elementary/Primary Generalist or as a specific content area.
3. Elementary/Intermediate- Middle Childhood- Generalist Standards for Early and Middle Childhood or Specific Content: Will appear on the license as either Elementary and Middle Childhood or specific content.
4. Middle School/Junior High- Early Adolescence: Will appear on the license as Early Adolescence Generalist with two content areas noted, or as a specific content area.
5. High School- Adolescence/Young Adulthood: Will appear on the license as a specific content area.

The licenses reflect the standards for which the educator has demonstrated competence and completion of a degree program. The license lists the school setting(s) and content area(s) for which the educator has demonstrated proficiency.

Emergency Permits

Major Changes as of July 1, 2004

1. The term “limited license” has been replaced by the term “emergency license”.
2. Each emergency permit will feature Rules 2002 language.
 - Rules 2002 is the new performance-based licensing system.
 - Each permit will feature at least one content area and one school setting.
3. The emergency permit may be renewed up to two times. After the second renewal (or third year), the permit will not be renewed.
4. Types of emergency permits:
 - Administrators- first time this has been available
 - School Counselors- first time this has been available
 - Communication Disorders- requires a bachelor’s degree in speech and hearing therapy.
5. Mentoring- individuals holding an emergency permit are eligible to begin mentorship program during their first two years of employment.
6. Portfolios- if an individual holds an initial practitioner license and an emergency permit, he/she may choose to complete their portfolio assessment under an emergency permit.
7. The minimum requirement for an instructional emergency permit is a bachelor’s degree.
8. The emergency permit still requires the signature of the superintendent or designee.
9. The signature continues to indicate that all efforts have been made to fill the position with a qualified licensed candidate and that the applicant for the emergency permit is the best candidate for the position.
10. Because Indiana’s emergency permit requires a bachelor’s degree and is limited to three years, teachers, administrators, and school counselors with an emergency permit do qualify under No Child Left Behind.

➤ **Alternative Route To Certification**

Referred to as the Transition to Teaching Program

- Each accredited teacher education institution is required to offer Transition to Teaching. The program may be offered in collaboration with other institutions.
- Transition to Teaching is based on the premise that the candidate already has the content knowledge in the licensing area. Based on an assessment of content knowledge and skills, additional course work may be a prerequisite for admission to the program.
- The 18 hours for secondary and 24 hours for elementary programs are education course work. No education courses may be required as prerequisites for admission to the program.
- Since they are required for Indiana licensing, PRAXIS I and II may be requirements for admission to the program.

A participant who completes the program is eligible for an initial license.

Licenses Being Replaced

Initial Reciprocal License

- Granted to out-of-state applicants while they complete Indiana's testing requirements and internship (needed with less than two years of teaching experience).

Standard License (Rules 46-47)

- Issued with the completion of a bachelor's degree or higher and an internship.
- Passing scores on the Praxis I.

Initial Requirements

- A completed application form, official transcripts, recommendations of the college or university certifying successful completion of a teacher training program, NCATE program validation for program completion, photocopies of certificates held in another state, letters from employing superintendents verifying past teaching experience, health information.
- A \$35.00 fee.
- A Limited Criminal History Check.
- Passing scores on the Praxis I are almost universally required. Praxis II Specialty Area Tests are required for most content areas.
- A course in Special Education is required for all teaching certificates.
- Indiana does belong to the Interstate Certification Compact and the Interstate New Teacher Assessment and Support Consortium (INTASC). Indiana does belong to the NASDTEC Interstate Contract and supports exchanges with teachers, support personnel, and administrators. Indiana also maintains additional NCATE Compacts with specific colleges and universities in Illinois, Kentucky, Michigan, and Ohio.

➤ Renewal Requirements

- Recertification requires six credit hours or 90 Certification Renewal Units, or the combination of 3 credit hours and 45 CRUs every 5 years.
- Recertification also requires the license holder to submit a Professional Growth Plan.
 - Educator chooses three goals that are aligned with Indiana Academic Standards and Indiana Professional Standards.
 - Professional growth activities must equal 90 points for license renewal.
 - Plans may be submitted no earlier than two years prior to the expiration date of the license but no later than 120 days prior to the expiration date.
 - Educators will be issued an evaluation approval or denial, which must then be submitted with the renewal application.

Testing

- Indiana requires PRAXIS I: the Pre-Professional Skills Test (PPST) for anyone seeking an initial license as a teacher. (As of September 1, 1999)
Passing scores are as follows:

- PPST Reading- 176
- PPST Writing- 172
- PPST Math- 175
- The PRAXIS II Specialty Area Tests are required for most content areas.
- If one holds a valid out-of-state teaching license comparable to the Indiana teaching license and has at least three years of teaching experience, at the grade level, in the subject area, and at a school accredited by a state government or regional accrediting association, the exam requirement will be waived.

Indiana also requires initial applicants to display proficiency on standards set by the Interstate New Teacher Assessment and Support Consortium (INTASC).

- These standards embody the kinds of knowledge, skills, and dispositions that teachers need to practice responsibly when they enter teaching.
- Prepares them for eventual success as Board-certified teachers later in their careers.
- Standards are performance-based and aligned to the National Board for Professional Teaching standards.
- Each standard is composed of three statements:
 - Knowledge statements describe the body of knowledge critical to successful teaching.
 - Performance statements describe the application of that knowledge.
 - Disposition statements describe the habitual behaviors that communicate the qualities or traits valued by the teaching profession.
- Indiana began testing teachers on July 1, 1986.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 165 |
| PLT: Grades PK-3 | 390 |
| Middle School Content Knowledge | NA |
| Middle School 5-8 Science | 137 |
| Middle School 5-8 Social Studies | 137 |
| Middle School 5-8 Math | 156 |
| Art | 149 |
| Biology | 154 |
| Chemistry | 151 |
| Composite Science | NA |
| Earth Science | 150 |
| Economics | NA |
| English | 153 |
| Geography | NA |
| Government/Political Science | NA |
| History | NA |
| Math | 136 |
| Music | 140 |
| Physics | 149 |
| Social Studies | 147 |
| Spanish | 159 |

Majors and Minors

Indiana is a standards-based system. They do not designate between majors or minors. It is all about meeting the standards.

Composite Degrees

- Indiana does not have composite degrees in science and social studies. For the high school setting, the Social Studies standards are comprehensive. They encompass civic ideals, current events, economics, geographical perspectives, government and citizenship, historical perspectives, psychology, sociology, and world cultures.
- Candidates for a Social Studies license with a High School setting must complete preparation in each of these nine strands within the standards, with concentrated preparation in at least three content areas selected from the following:
 - Economics
 - Geographical Perspectives
 - Historical Perspectives
 - Government and Citizenship
 - Psychology
 - Sociology

Candidates will be licensed to teach in each area of concentration.

High School Science

Based on Content Standards for Teachers of Science, the license will state one or more of the following:

- Life Science
- Physical Science
- Physics
- Chemistry
- Earth/Space Sciences

The standards clearly define life and earth/space sciences as discrete areas and will be reviewed to clearly define physics and chemistry.

Middle School/Junior High School

- There are no grade designations since the new licensing system is based on school settings.
- An educator teaching at this level would need a license that stated:
 - School setting: Middle School/Junior High
 - The license will state the two content areas met as part of the standards:
 - Early Adolescent Generalist: [content area 1.]
[content area 2.]

The Early Adolescence Developmental Level with a notation as a generalist requires two content fields selected from the four core areas:

- Language Arts
- Mathematics
- Science
- Social Studies
- The holder of the Generalist license will be eligible to teach in each of the two areas included within the holder's program of studies.
- The content of the core areas must fulfill the Content Standards that are developmentally appropriate for teaching Early Adolescence students.

Student Teaching Requirements

The new rules in Indiana require field experiences, but they do not specify the duration of those experiences. It varies from institution to institution with some requiring as much as two full semesters of student teaching.

No Child Left Behind

- A highly qualified teacher is one who meets these three essential requirements:
 - Holds at least a bachelor's degree.
 - Holds a full state certification or a full state license. This includes teachers in alternative routes to teaching.
 - Demonstrates subject matter competence in each of the core academic subjects in which the teacher teaches.
- The Indiana definition for a highly qualified teacher is as follows:
 - Charter School Teacher
Required to meet the same certification requirements as teachers in other public schools.
 - Teachers with Bulletin 400 Licenses
 - Licenses issued prior to September 1, 1985
 - Required to obtain a Master's degree prior to December 31, 1990
 - Have full state certification
 - Master's degree meets definition of highly qualified
 - Teachers with Rules 46-47 Licenses
 - Licenses issued after July 1, 1986
 - Required to pass state licensing tests prior to the issuance of their first standard license.
 - Required to engage in professional development consistent with the principles.
 - Have full state certification and meet the definition of highly qualified for all content areas listed on the license.
 - Teachers New to the Profession
 - Required to pass rigorous state licensing testing after completion of the undergraduate or graduate degree in the academic area in which the individual is prepared to teach.
 - First licenses under the performance-based preparation rules were issued in July 2003.

- This licensing system is aligned with the Indiana academic standards, so that these individuals also meet the definition of highly qualified.
- Teachers holding a Limited License
 - Must hold an undergraduate degree and have at least 15 undergraduate or graduate hours in the content-area for which the limited license is issued.
 - Issued for individuals holding a teaching license who are teaching out of field.
 - Issued for individuals with an undergraduate degree, but not in education.
 - Must demonstrate satisfactory progress toward full certification by completing at least 6 credit hours of coursework annually.
 - Can be renewed annually for a period not to exceed three years.
 - Individuals with a limited license meet the definition of highly qualified.

National Board Certified

Federal and State funding will subsidize 60 teachers for \$2,000 of the \$2,300 fee.

- Candidates will be responsible for submitting \$300 application fee to National Board.
- Federal funding will continue to support an additional 48 candidates at half the fee.
- Teachers who agree to accept any funding will be expected to attend at least 3/5 support meetings held in northern and/or central Indiana.
- Candidates will be selected on a first come, first serve basis by December 1, 2003.

Salary increases for Board certified teachers is left up to the individual school districts.

New Teacher Support System- Mentoring

Indiana currently uses Beginning Teacher Internship Program (BTIP), but it is being phased out.

- Each new teacher and each mentor is given a calendar of professional and affective expectations for the school year.
- The Beginning Teacher Assessment Inventory is completed by May 1.
 - Principal will submit the inventory to the Standards Board and sign the back of the new teacher's license.
 - The superintendent will also sign the back of the license.
 - When the license is renewed, the statement will be changed from "internship required" to "internship completed".
- Each mentor is paid a stipend.

Replaced with the Indiana Mentoring and Assessment Program (IMAP), which began in the fall of 2003.

- A two-year teacher assessment program that provides the following:
 - Support for beginning teachers through school/district-based mentors or support teams and programs.
 - Assessment through a content-specific portfolio submitted during the second year of teaching. Contents of portfolios include:
 - Daily lesson logs over a 7 to 10 day unit of instruction.

- o Videotapes of two lesson segments during the unit of instruction.
- o Examples of student work, tests, and other forms of assessment of student learning.
- o Teacher commentaries on planning instruction and assessment of student learning over time.
- o The scoring criteria for the Indiana Mentoring and Assessment Program are based on:
 - The foundational skills and competencies of INTASC principles of teaching related to knowledge, planning, instruction and assessment.
 - The content-based professional teaching standards.
- o The goals of IMAP include the following:
 - Ensuring that all students have high quality, committed and caring teachers.
 - Promoting effective teaching practice leading to increased student learning.
 - Providing effective support and feedback to new teachers so that they continue to develop their knowledge base and skills and choose to remain in the profession.
 - Providing standards-based professional development for both novice and experienced teachers.
 - Developing teacher leaders by recognizing and using the expertise of Indiana’s exemplary teachers as mentors, scorers, and trainers of beginning teachers and as resources for all their colleagues.

State Teacher Standards

The teacher standards for Indiana can be found at:

<http://www.in.gov/psb/standards/teacherindex.html>

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contact

Indiana Professional Standards Board

101 West Ohio Street

Suite 300

Indianapolis, IN 46204-1953

Voice: 317/232-9010

Member Web Site - <http://www.in.gov/psb>

Mr.Shawn Sriver, Director of Licensing ssriver@psb.state.in.us

Iowa

Licensing

- Names, Types, & Lengths
 - Iowa teachers are licensed at one of the following levels: early childhood, elementary, or secondary. Middle school teachers complete the middle school endorsement that must be added to either an elementary or a secondary level license.
 - Initial License – (valid two years; renewable for a second two years)
 - Standard License – (valid five years; renewable)
 - Master Educator’s License – (valid five years; renewable)
 - Conditional License – (valid one year; non-renewable)
 - Teacher Intern License – (valid one year)
- Requirements for Licenses and Instructions for Completing Application
 - Initial
 - Valid for 2 years
 - Renewable under prescribed conditions
 - Baccalaureate degree from a regionally accredited institution.
 - Completion of an approved teacher preparation program.
 - Completion of an approved human relations component.
 - Completion of requirements for a teaching endorsement.
 - Meets the recency requirement listed under the one-year conditional license.
 - Standard
 - Valid for 5 years
 - Renewable under prescribed conditions
 - Completion of requirements 1-4 for the Initial license.
 - Evidence of two years successful teaching experience based on local evaluation process.
 - Meets the recency requirement listed under the one-year conditional license.
 - Additional Information- Verify 2 years of teaching experience.
 - Master Educator
 - Valid for 5 years
 - Renewable under prescribed conditions
 - Hold or be eligible for a Standard license.
 - Five years of teaching experience.
 - Master's degree in a teaching endorsement area.
 - Meets the recency requirement listed under the one-year conditional license.

- Additional Information- Verify 5 years of teaching experience. Send master's degree transcript.
 - One-Year Conditional
 - Valid for 1 year
 - Not renewable
 - Issued under the following conditions
 - Has not completed all required components in the professional education core.
 - Has not completed an approved human relations component.
 - Recency -- meets requirements for a valid license but has less than 160 days of teaching during last 5-year period.
 - Degree not granted until next regular commencement.
- Requirements for Teaching Endorsements

Please note: In addition to the required number of content semester hours of credit for each endorsement area, it is possible that you will have to complete elements of the professional education core as you seek to add endorsements. Among those elements that you might need to complete are the following:

 - Human growth and development related to the grade level of the endorsement desired.
 - Classroom management with an emphasis related to the grade level of the endorsement desired.
 - Instructional planning and strategies for teaching related to the grade level of the endorsement desired.
 - Curriculum organization, development with an emphasis on the subject and grade level of the endorsement desired.
 - Methods of teaching with an emphasis on the subject and grade level of the endorsement desired.
 - Student teaching in the subject area and grade level of the endorsement desired.

Prior to licensing all applicants will be finger printed and state and national background checks will be conducted.

From now on, all teaching licenses will expire at the end of the practitioner's birth month. This legislation will include Provisional licenses, Educational licenses, Professional licenses, Administrator licenses, Evaluator licenses, Conditional licenses, Emergency licenses.
- In-State versus Out of State Requirements

If the applicant has been the holder of, or presently holds a valid other state license and has successfully completed all requirements for an approved teacher preparation program or is eligible for the provisional license. Send

copy of out-of-state license. Send copy of out-of-state transcripts. Out-of state requirements met will receive a substitute license.

- **Renewal Requirements**
 - Initial License- This license may be renewed twice. No renewal credits required. The second renewal must be accompanied by a letter from a school district administrator indicating employment.
- **Standard License- Six credits every 5 years.**
- **Master's Educator's License - Master's degree and 6 renewal credits. Four credits every 5 years to renew a master educator license.**
- **HOUSSE Text: By July 1, 2005, career teachers will be evaluated on the Iowa Teaching Standards. Teachers must continue to demonstrate competence through performance evaluations conducted at least once every three years. Career teachers will develop an individual career development plan that is aligned with the district's long-range student learning goals and the Iowa Teaching Standards by July 1, 2005.**
- **Alternative Systems of Attaining a Teaching License**
 - Hold a baccalaureate from an accredited institution with a GPA of 2.5. An introductory program of at least 12 semester hours of the teacher program to fall employment. Number of credits hours to complete – 24 semester hours.

Testing

- **Required for Initial Licensure**

The 2001 Iowa legislative session ended with a new law requiring that all persons seeking Iowa teacher licensure must first take the Praxis II test. The state will pay for registration, one pedagogy test, and one subject area test. Usually, students will take this test right before or during their student teaching semester.
- **How Long Have They Been Testing (see above)**
- **What Kinds of Tests Are Used**

A composite Praxis I (PPST) score of 522, with a minimum of 170 for each subtest.
- **IOWA State Teacher Assessment beginning 2001-02 school year.**

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | X* |
| PLT: Grades K-6 | |
| Middle School 5-8 English/LA | X* |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | |
| Biology | |
| Chemistry | |
| Composite Science | |
| Earth Science | |
| Economics | |
| English | X* |
| Geography | |
| Government/Political Science | |
| History | |
| Math | |
| Music | |
| Physics | |
| Social Studies | |
| Spanish | |

* There has been no validation studies conducted in Iowa to establish “cut” score or minimum score.

Major & Minor – Semester Hours for Each

Major – 30 semester hours

Minor – 24 semester hours in teaching area

- Still Using a Minor – yes
- Using Minor in 2006 – yes

Composite Degrees in Science & Social Studies

- Semester Hours- Information was not found.
- Still Using Them
Iowa has an all social studies endorsement. Thus a composite major in social studies is equal to a teaching endorsement.

Middle School

- Grades Used in Middle School – grades 5-8
- Teaching Qualifications Now & In July 2006
 - Prior to 2006 individuals may teach the subjects authorized by the elementary or secondary general endorsement.
 - July 2006 - Other requirements are 6 hours in middle school/junior high curriculum; six hours in the areas of social studies, mathematics, science and language arts.

Student Teaching Requirements

- Number of Weeks Required
Minimum – 12 weeks
- Minimum Grade Point Average
2.5 GPA or higher

No Child Left Behind

- Definition of Highly Qualified
Iowa’s “one-year conditional” allows for employment even if degree not granted until next regular commencement. Iowa teaching standards and criteria in place for existing teachers.

➤ Requirements for Veteran Teachers

Two categories of teachers are affected by the legislation:

- Initial applicants who have completed a teacher education program in the State of Iowa during the 2001-2002 and 2002-2003 academic years will need to complete two tests of the Praxis II examination; one test for content and one test for pedagogy, in order to obtain the provisional teaching license. The Board of Educational Examiners prior to the issuance of a provisional license must receive verification of completion of the tests from the national testing service.
- Current educators who hold the provisional teaching license will need to successfully complete a beginning teacher mentoring and induction program in order to convert the provisional teaching license to an educational teaching license. The renewal requirements for current teachers who hold an educational or professional teaching license are not affected by the legislation.
- Career teachers will be evaluated on the Iowa Teaching Standards. Teachers must continue to demonstrate competence through performance evaluations conducted at least once every three years. Career teachers will develop an individual career development plan that is aligned with the district's long-range student learning goals and the Iowa Teaching Standards by July 1, 2005.
 - Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
 - Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.
 - Standard 3: Demonstrates competence in planning and preparing for instruction.
- TO BE HIGHLY QUALIFIED, TEACHERS IN CORE ACADEMIC SUBJECTS MUST SATISFY THE FOLLOWING REQUIREMENTS
- CURRENT TEACHERS
- Degree
 - Hold a valid baccalaureate degree with an endorsement (equivalent to a major) in specific content areas required for licensure to teach in the state of Iowa.
 - Hold a valid baccalaureate degree with an endorsement (equivalent to a major) in specific content areas required for licensure to teach in the state of Iowa.

- Licensure
 - State License. All teachers must complete a full academic major or the equivalent for specific content areas required by the state of Iowa. An initial teaching license is issued to all individuals who are new to the profession.
 - State License. In order to receive a Standard Teaching License, beginning teachers must participate in a two-year mentoring and induction program and be evaluated by a trained and licensed evaluator who must certify that the teacher is competent on all eight of the Iowa Teaching Standards.
 - Career teachers (those who have successfully completed their first two years of teaching) must complete six units of continued training to renew their license to teach. These units may be gained through approved professional development programs that emphasize research-based strategies.
 - Subject Matter Competency
 - Complete an Iowa approved practitioner preparation program that requires candidates to:
 - Pass a standardized, test on Language Arts and Math as a condition for pre-admission to a teacher education program.
 - Complete at least one teaching area major or the equivalent.
 - Complete a rigorous performance based preparation program that uses multiple assessments to verify competence in:
 - Subject matter knowledge at the appropriate level
 - Pedagogical knowledge at the appropriate level
 - Ability to apply knowledge of content and pedagogy to practice at the appropriate level
 - Complete a criminal background check.
 - Receive higher education institutions' recommendation for state licensure.
 - OR
 - Complete an out-of-state practitioner program, and
 - Receive out-of-state licensure/certification, and
 - Meet any Iowa standards that are deficient with the out-of-state preparation and/or licensure.
- Requirements for New Teachers
- Beginning Teachers (1st and 2nd year)
 - Mentoring and Induction: Complete a state approved two-year, sequential mentoring program based on the Iowa Teaching

Standards. Iowa Teaching Standard #2 focuses on subject matter content knowledge.

- Evaluation by Approved Teacher Evaluators: Trained and state licensed evaluators evaluate all beginning teachers on the Iowa Teaching Standards. Iowa Teaching Standard #2 focuses on subject matter content knowledge.

OR

- Career Teachers (more than two years of teaching):
 - Evaluation by Approved Teacher Evaluators by July 2005, career teachers will be evaluated on the Iowa Teaching Standards. Iowa Standard #2 focuses on subject matter content. A trained and Iowa licensed evaluator must conduct evaluations.
 - Career Development Plans:
 - Beginning in July 2005, career teachers will develop individual career development plans that are aligned with the district's long-range student learning goals and the Iowa Teaching Standards. Iowa Standard #2 focuses on subject matter content.
 - Additionally, each district must include a career development plan in their CSIP. This plan must be aligned with the Iowa Teaching Standards (Standard #2 focuses on subject matter content knowledge), student achievement goals, and the needs of the district's teachers. The Iowa Department of Education must approve the district CSIP plans.

- Requirements for New Teachers as of July 2006

Beginning teacher is serving under an initial provisional license. Criminal background check. Participate in the mentor and induction program.

- Rural Flexibility Rule – What Are They Doing?

Iowa has made efforts to link university programs to academic standards in an effort to ensure that new teachers will meet these standards. The education departments work closely with their colleges and universities to achieve this goal.

The Program Elimination Commission established by the 2002 General Assembly indicated that they would be making legislative recommendations on small school districts and/or small high schools

- Use of Portfolios

The state of Iowa does not use portfolios.

Major Equivalency

Major equivalency is a minimum of 24 hours.

National Board – Paying a Stipend?

Existing legislation was amended and provides teachers who have received National Board Certification by May 1, 2000 with an annual \$5,000 for the ten-year life of the certificate. If certification is achieved after that date, teachers will receive an annual \$2,500 for the life of the certificate. National Board Certification candidates are also eligible for a reimbursement of \$1,150 for application and an additional \$1,150 upon certification.

New Teacher Support System - Mentoring

Iowa law now requires every Iowa school district to offer a two-year beginning teacher mentoring and induction program for those teachers in their first and second year in the profession.

State Teacher Standards

The teacher standards for Iowa may be found at:

<http://www.state.ia.us/educate/ecese/tqt/tc/doc/itsmc030122.html>

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contact

Department of Education

Grimes State Office Building

Des Moines, IA 50319-0146

Phone: 515-281-5294

Fax: 515-242-5988

Location: 400 East 14th Street

<http://www.state.ia.us/educate/index.html>

Kansas

Licensing – Application for Kansas Initial License and fee (\$24 personal check, cashier's check or money order); complete set of official transcripts; verification of completion of approved preparation program(s) by the teacher education institution; verification of valid out of state certificate/license (if applicable); verification of any accredited experience during the last six years; verification of recency (defined as at least one year of accredited teaching experience OR eight semester hours of college credit, within the six-year period immediately prior to application); report of passing scores on ETS Principles of Learning and Teaching and appropriate Praxis II content assessment(s) (if never certified prior to May 1, 1986) OR equivalent content and pedagogy tests; and a fingerprint background check.

A. Names, Types, & Lengths

- Temporary License – This license can be issued to individuals who have met all requirements for Kansas licensure except the pre-licensing examination requirements. The license is good only for the school year in which issued and can only be issued if the individual is employed by a Kansas school in the subject area for which they are qualified. The pre-licensing examinations must be completed within the validity of the one-year license as it cannot be renewed for another school year.
- Restricted License – If offered employment by a Kansas school district, an individual with a content area degree may receive a three year restricted teaching license. This license allows a district to hire an individual who has not completed a traditional teacher education program. The individual is given access to practice (restricted teaching license) while he/she completes the teacher education (pedagogy) course work with a Kansas college or university. The process is a collaborative effort among the applicant, a school district, and a participating institution of higher education.
- Conditional License – A two-year license issued on the basis of: completion of a bachelor's degree and a state-approved program; passage of pedagogy and content assessments; 2.5 cumulative GPA; and recent accredited experience or credit hours. This license is for an individual to begin practice while preparing for the professional license. Individuals may apply for a second two-year conditional license if they do not meet the requirements to move to the professional license during the first conditional license.
- Professional License – A five-year license issued on the basis of meeting all requirements for the conditional license plus completion of a performance assessment during the conditional license period. Out-of-state applicants may qualify for a professional license as their initial Kansas license if they can verify three years of accredited experience within the last six years under a professional level license out of state. This license is maintained through professional development requirements. Individuals are required to earn professional development points through a Kansas professional development council during the five-year license in order to maintain the professional license. (120 points for individuals at the graduate degree level, 160 points for individuals at the bachelor's degree level.)
- Accomplished License – A ten-year advanced level license for an individual

who has achieved National Board Certification through the National Board for Professional Teaching Standards.

B. In-State versus Out-State Requirements – Teaching in Kansas requires a Kansas license issued through The Kansas State Board of Education. You cannot teach in Kansas based on an out-of-state license or certificate. A Kansas license must be obtained before teaching in Kansas. If all requirements for Kansas licensure have not been met, it may be possible for an individual to obtain an Exchange License or a Temporary One Year Non-Renewable License during which time they can complete any unmet Kansas requirements. Kansas licensure is based on completion of approved teacher education programs. Additional endorsements added by passing a test are not accepted. Most out-of-state alternate route teachers will be referred to the licensure review committee.

C. Renewal Requirements

- Conditional License – Requirements: bachelor’s degree from regionally accredited institution; completion of a state approved preparation program in the subject or field in which licensure is sought; cumulative GPA of 2.50 on a 4.0 scale; recency defined as at least one year of accredited teaching experience OR eight semester credit hours of college credit, within the six-year period immediately prior to application; passing scores on the ETS Principles of Learning and Teaching and appropriate ETS Praxis II content assessments. (Exempt tests if license was held prior to May 1, 1986. Content and pedagogy assessments completed to achieve out-of-state licensure may be accepted upon review.)

This two-year license may be upgraded to a professional license by achieving a passing score on the Kansas Performance Assessment. A second conditional license may be issued if necessary.

- Professional License – Requirements: must meet all requirements for the conditional AND have passing score on a performance assessment OR have three years of recent out-of-state accredited experience under a professional level license.

Renewable by completing professional development points awarded by a local professional development council. 120 points are required for renewal if the applicant holds an advanced degree. 160 points are required for renewal if the applicant is at the bachelor’s degree level. Renewal may also be achieved by completing at least eight semester credit hours of an approved preparation program for an additional teaching, school specialist, or leadership endorsement. Completion of all components of the National Board for Professional Teaching Standards assessment for National Board Certification will also allow an individual to renew the professional license.

- Accomplished License – Requirements: achievement of National Board Certification and a valid professional teaching license.

Renewable by renewal of the National Board Certificate. If the National Board Certificate is not renewed, the individual must meet the renewal requirements for a professional license listed above, and would be issued a professional license.

D. Alternative Systems of Attaining a Teaching License – KANSAS TRANSITION TO TEACHING - Program Overview - If we are to ensure that all students succeed academically, schools will need to hire and retain high-quality teachers. Every child deserves and needs a highly qualified teacher in every classroom. Yet many schools are hard pressed to find adequate numbers of well-qualified applicants.

The Transition to Teaching grant will help to ensure that high-need school districts are able to hire and retain the highly qualified teachers their students require. It will do so by funding programs that are designed to be effective in: (1) recruiting as teachers in these schools talented professionals from fields outside of education, college graduates who have not completed a teacher preparation program, and school paraprofessionals; and (2) helping these individuals to become successful, licensed classroom teachers. In particular, the program will focus on recruiting from three specific groups of candidates:

- Highly qualified mid-career professionals, such as engineers and scientists, corporate professionals by virtue of their substantial, demonstrable career experience, possess strong subject-matter skills to become teachers;
- Highly qualified paraprofessionals; and
- Recent college graduates with academic backgrounds in areas other than teacher preparation with an academic major (or the equivalent number of credit hours) in the academic subject in which they will teach.

The Transition to Teaching grant will provide up to \$1,500 per year for individuals to pursue teacher licensure through alternate means. The \$1,500 is to be used to help pay the costs of tuition, materials, and supervisory cost for on-line professional education courses while teaching in a high-need school district. The candidate will work with a high-need school district and a participating education institution in obtaining a restricted license, allowing the candidate immediate access to the classroom. The grant will also cover the cost of the restricted license and testing requirements for Kansas licensure.

The participating local education agency will receive:

- \$1,000 to pay to provide an induction program for the Transition to Teaching candidate(s)
- \$500 for the mentor teacher
- \$150 per day, up to 10 days, for release time of the Transition to Teaching teacher and mentor teacher for professional development purposes.

Testing – On June 12, 2001 the State Board of Education voted to discontinue the use of PPST as a certification requirement and to exempt current National Board Certified Teachers from all pre-certification testing requirements, effective July 1, 2001. PPST scores will still be required for candidates who completed a program between May 1, 1986 and July 1, 1995 who don't meet recent accredited experience requirements.

Kansas requires a score from one of the three Principles of Learning and Teaching (PLT) assessments (K-6, 5-9, or 7-12) in order to meet certification requirements. The Kansas Board of Education adopted the Principles of Learning and Teaching

(PLT) assessments on July 13, 1999. The PLTs replaced the Core Battery Professional Knowledge (PK) test requirement. Candidates are to choose the most appropriate PLT test for the level of certification or level of specialization sought. If you took the PK test prior to June 24, 2000, and met the required passing score of 642, you may submit a PK score with your application provided you apply for the standard three-year certificate before July 1, 2004.

If you did not meet the PK test requirement prior to June 24, 2000, you must submit a passing score on the Principles of Learning and Teaching assessment when you apply for the initial three-year certificate.

- A. Required for Initial Licensure – Presently, candidates must pass the *Principles of Learning & Teaching* test with a score of 161 to obtain their “conditional” license. Candidates who completed a program between May 1, 1986 and July 1, 1995 are still required to complete the *PPST*.
- B. How Long Have They Been Testing – Prior to 2001 the *PPST* and the *Core Battery Professional Knowledge* tests were used. The *PPST* test was required of those candidates who completed a program between May 1, 1986 and July 1, 1995.
- C. What Kinds of Tests Are Used - *Principles of Learning & Teaching* is the present test for graduates. The *PPST* is required for those who completed a program between May 1, 1986 and July 1, 1995. 2003-2004 is a “no fault” testing year for the content tests. Applicants for a license must demonstrate that they have taken a *Praxis II* test(s) for their endorsement area(s).
 - Content Area - 2003-2004 is a “no fault” testing year for the content tests. Although a passing score has not been set at this present moment, applicants for a license must demonstrate that they have taken a *Praxis II* test(s) for their endorsement area(s).
 - Basic Skills - Candidates must pass the *Principles of Learning & Teaching* test within their licensure area.
- D. Tests in Every Area Or In Core Areas – The *Praxis II* test is required in every area for endorsement.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 161 |
| PLT: Grades PK-3 | * |
| Middle School Content Knowledge | 161 |
| Middle School 5-8 Science | * |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | * |
| Art | |
| Biology | * |
| Chemistry | * |
| Composite Science | |
| Earth Science & Space Science | * |
| Economics | |
| English | * |
| Geography | |
| Government/Political Science | |
| History | * |
| Math | * |
| Music | * |
| Physics | * |
| Social Studies | |
| Spanish | * |

“*” Test Required, no minimum score set.

Major & Minor – Semester Hours for Each – The number of semester hours required for either a major or minor certification is an institutional decision.

If a teacher holds a current and valid license to teach, KSDE will provide for provisional licensure for added content endorsements. A "Provisional" in Kansas means that the teacher is fully licensed and presently completing a new content program at the level they are already licensed to teach. Once the teacher has completed 50% of the new content program, the teacher can be hired to teach in that content area. The teacher may apply for a 2-year provisional license. The provisional license may be renewed one time for another 2 years if they make appropriate progress. Once the program is completed and the content test is passed, the individual teacher can add the endorsement as a full endorsement to their current license.

- A. Still Using a Minor – Kansas has not used the term “minor” in certification or licensing of a teacher for specific endorsements or subjects. The Kansas regulations are based on completion of an approved content area preparation program. When an individual completes their first or initial teacher preparation program, the individual completes a major or its equivalent. However, an individual who wishes to teach in additional content areas will need to work with a teacher education institution to complete the approved program.
- B. Using Minor in 2006 – Kansas will still apply the method of a “provisional” licensure, where a teacher may add content areas at the initial level they were certified to teach.

Composite/Comprehensive Degrees in Science & Social Studies – A social studies comprehensive certification allows a teacher to teach American History, Economics, Geography, Government, Kansas History, World History, and general social studies topics. This certification has been available in the past and will continue to be offered in the future.

Science does not permit certification to cover all science topics, as each subject area needs certification.

- A. Semester Hours – The number of semester hours required for certification is an institutional decision.
- B. Still Using Them – A social studies comprehensive certification will continue to be allowed at the secondary level only.

Middle School

- A. Grades Used in Middle School – The KSDE defines middle school to be the grades consisting of 5th to 8th. This will continue to be the classification in the future.
- B. Teaching Qualifications Now & In July 2006 –The KSDE does not intend to do anything about the middle level in terms of requirements. Our new license levels are K-6 and 5-8. A teacher cannot teach in a middle school with a K-6 license. The KSDE is in the process of encouraging and using some of the Title IIA money to assist currently licensed elementary teachers to gain the 5-8 content endorsements.

Student Teaching Requirements

- Each individual serving as a student teacher in an accredited or approved educational agency in Kansas shall hold a valid student teacher certificate.
- Issuance of student teacher certificates. Student teacher certificates shall be issued only to students who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue student teacher certificates.
- Provision and filing of certificates. The state board of education shall provide student teacher certificate forms to teacher education institutions. Each student teacher serving in an accredited or approved educational agency shall file a valid student teacher certificate in the office of the administrator of the accredited or approved educational agency. The certificate shall be returned to the student teacher upon completion of the student teaching assignment. A copy of the student teacher certificate shall be filed with the state board of education and with the teacher education institution.
- Form of certificate. The form of the student teacher certificate shall be as prescribed by the state board.
- This rule and regulation shall take effect on and after July 1, 1989.
(Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)

A. Number of Weeks Required – The number of week required for student teaching practice is an institutional decision. The KSDE has a regulation that the practicing teacher is required to have a minimum of 12 weeks of student teaching. Generally, the preparation institution requires a full semester of student teaching, which is approximately 16-17 weeks.

B. Minimum Grade Point Average – The grade point average of the student entering the education college within the preparation institution determines it's own minimum grade point average that a student must maintain. It is important for the institution to make certain that a candidate is well prepared before they are able to take their first teaching position, upon concluding their career preparation. The institutions must demonstrate how they are assessing the state teacher preparation standards for each candidate.

C. Professional Development Schools – Professional development schools are innovative institutions formed through partnerships between professional education training programs and PreK-12 schools. Their mission is the clinical preparation of pre-service teachers, the continuing professional development of PDS and university faculty, inquiry directed toward the improvement of teaching and learning and support for PreK-12 student achievement.

Professional development schools (PDSs) are typical schools working in partnership with institutions of higher education. They have distinct

characteristics. They are learning environments that support the training of pre-service teachers, the professional development of PDS and university faculty and are committed to improving student achievement. PDS partners are guided by a common vision of teaching and learning which is based on research and best practice. PDS partners share responsibility for professionals and students. Members of the partnership blend their expertise and resources to meet shared goals. PDS partners hold themselves accountable and are accountable to the public for maintaining high standards for PreK-12 students, pre-service teachers, PDS and university faculty, and other support personnel. In order to accomplish their goals, PDS partners create new roles, responsibilities and structures and utilize their resources differently. Finally, PDS partnerships are committed to providing professional development for PDS and university faculty to meet the needs of diverse student populations.

Professional development school partners work together over time, building relationships and commitment to their shared goals. They develop new strategies, roles and relationships to support their work. Together, they move to institutionalize their partnership so that it is supported and becomes a part of the expectations of their institutions. At the most advanced stages of development, PDS partnerships contribute to policies and practices at the district, state, and national levels.

The Kansas Coalition for Professional Development Schools supports PDSs in Kansas. Kansas has 22 teacher training institutions of which 18 are currently engaged in Professional Development School partnerships. Each of the teacher training institutions may belong to and participate in the Coalition. The purposes of the Coalition are

- to provide a forum for learning about the work and importance of PDS partnerships
- to foster a spirit of collaboration and provide a network for the exchange of ideas and best practices among PDS partnerships.
- to support efforts to enhance PreK-12 student achievement
- to promote Kansas as a leader in the Professional Development School movement

The Planning Council of the Coalition meets five times a year and participates in state and national conferences focused on topics important to PDS partnerships. Each university partnership, through representation on the planning council, has a voice in the direction and decisions of the Coalition.

No Child Left Behind - The federal *No Child Left Behind* Act, reauthorized in 2001, requires that all teachers be or become **highly qualified** by the end of 2005-2006. There are differing qualifications for those teachers who are new to the profession (in their first year of teaching) and those who are not new or are veteran teachers.

- A. Definition of Highly Qualified – By regulation, all “new” teachers assigned to teach in their area of certification will meet the **highly qualified** criteria

beginning July 1, 2003. Note the change of levels for “new” teachers: Birth – Grade 3; K-6; 5-8; 6-12; PreK-12.

To determine the **highly qualified** status of all veteran teachers in our state KSDE continues to collect additional data on teachers endorsed before 1982 and K-9 certified teachers assigned to middle level content classes. Veteran teachers certified after 1/1/1982 meet the HQ requirements if they are teaching in the area of their endorsement and at the appropriate grade level with the exception of middle school content teachers teaching on an elementary K-9 license.

B. Requirements for Veteran Teachers - To be considered **highly qualified** a veteran teacher must:

- Hold a bachelor’s degree from a regionally accredited institution of higher education, and
- Hold a valid standard Kansas teaching certificate, and
- The teaching assignments must be appropriate for the endorsement listed on the teaching certificate,

PLUS ONE OF THE FOLLOWING

- Hold National Board Certification in the content area of the teaching assignment.

OR

- Achieve 100 points or more on the “Kansas Content Area Rubric”.

Teachers who do not meet the highly qualified criteria must, in collaboration with designated building or district leadership, develop a “plan” to reach 100 points on the rubric as soon as possible.

C. Requirements for New Teachers as of July 2006 – Kansas Performance Assessment (KPA)

- Who is it for? The Kansas Performance Assessment (KPA) is to be done by teachers who hold a conditional teaching license. The conditional license is the initial teaching license in the state of Kansas. It is valid for two years. During this two-year period, teachers must complete the KPA in order to receive the five-year professional license.
- What is it? The KPA is a written account of a multiple week teaching unit. Teachers must demonstrate the ability to meet the state’s teaching standards. They provide details about their classroom setting; set learning goals and objectives for a topic they plan to teach; devise and implement an instructional plan, and an assessment plan. Describe the learning environment in the classroom; and write reflections about their teaching of the unit.
- Why should it be done? The Kansas Performance Assessment (KPA) is a requirement of the state’s performance based system of licensure. It is a means of creating accountability for the impact of teachers on student achievement and gives beginning teachers the opportunity to provide

credible evidence that they possess the knowledge and the skills to facilitate learning for all types of students.

- Where should I do it? The KPA must be performed in a state accredited school. The teacher must be teaching in the area of endorsement and the KPA must be done in that area of endorsement.
 - When should it be done? The KPA may be done any time during the two-year validity of the conditional License. Teachers will be allowed to renew a conditional license only once. They should therefore delay applying for the conditional license until they are ready to teach. The second conditional license can be issued up to six years after expiration of the first.
 - Training – Training for the KPA is done for student teachers in Kansas by the faculty in their institutions of higher education. The state conducts training periodically for out-of-state conditional license holders.
- D. Rural Flexibility Rule – What Are They Doing? – KSDE already implements waivers and provisional licenses for rural teachers to use so the new flexibility guidelines won't have much effect in Kansas.

E. Use of Portfolios – **KANSAS CONTENT AREA RUBRIC**

(Pursuant to requirements mandated by Federal *No Child Left Behind* Legislation)

To be completed for EACH assignment

National Board Certified For Assignment? ≤ YES ≤ NO (If no, please complete the rubric)

| Years of Experience in an Accredited School | College Level Course Work in the Content Area | Activities related to the Content Area | Service to the Content Area | Awards, Presentations, Publications in Content Area |
|--|---|---|--|---|
| Experience must be in assignment | <p>Must be specific to assignment /content area:</p> <ul style="list-style-type: none"> - 3 semester hour content course equals 9 points <ul style="list-style-type: none"> o EDU prefix courses must be content related, i.e. methods courses and reading courses are acceptable. o A course in Exceptional Child will be accepted Documented Extended Workshops specific to the assignment/content area - Formula: 15 hours of attendance equals 3 points | <p>Must be specific to the assignment/ content area:</p> <ul style="list-style-type: none"> - Served on a committee that developed, selected or evaluated content standards - Served on a committee that developed, selected or evaluated content curriculum - Served on a committee that aligned local content standards with state content standards - Served on a committee that developed, aligned, validated or evaluated content assessments - Attendance at district (LEA), regional, state or national professional conferences/ seminars/ workshops - Completed assessment section of NBPTS - Content activities approved by PDC - Previous content activities acceptable to PDC (points not awarded/recorded) | <p>Must be specific to assignment /content area:</p> <ul style="list-style-type: none"> - Department chair or team leader - Mentor teacher - Cooperating teacher for student teacher - Lead content teacher on IEP for students with special needs - Officer in a regional, state, or national professional content organization - Content instructor at an IHE - Content presentations at the district level | <p>Must be specific to assignment /content area:</p> <ul style="list-style-type: none"> - Nominated for teacher of the year - Kansas Exemplary Educator Network recipient - Content presentations at regional, state or national professional content organization meetings - Content article in regional, state, or national journal |
| - 9 points per year MAXIMUM: 45 points | - 3 points per credit hour MINIMUM: 15 Credit Hours or 45 points | - 5 points per year per documented activity RECENCY: Within last 6 years | - 5 points per year per documented service RECENCY: W/in last 6 years | - 5 points per year per documented activity MAXIMUM: 30 points |
| <u># Years:</u> | <u># Sem. Cr. Hrs.:</u> | <u># Activities:</u> | <u># Services:</u> | <u># Activities:</u> |
| <u>TOTAL Points:</u> | <u>TOTAL Points:</u> | <u>TOTAL Points:</u> | <u>TOTAL Points:</u> | <u>TOTAL Points:</u> |

GRAND TOTAL: _____ (100 points required)

State Law – use of Terminology “Major Equivalency” – “Major Equivalency” can be considered synonymously with “endorsement.” An “endorsement” could be interpreted as a presently certified and fully licensed teacher working towards the addition of another endorsed content subject area. Once the teacher has completed 50% of the new content subject program, the teacher can be hired to teach in that content area. The teacher may apply for a 2-year “provisional” license. The provisional license may be renewed one time for another two years, as long as the teacher is making appropriate progress towards completion of the subject program. Once the program is completed and the content test is passed, the individual teacher can add the endorsement as a full endorsement to their current license.

National Board – Paying a Stipend? – Kansas teachers who desire to seek National Board Certification will have the opportunity to apply for assistance in paying part of the \$2,300 application fee. The Kansas Department of Education will utilize a combination of NBPTS candidate subsidy funds and state funds to support a limited number of candidates with a fee subsidy. The amount of the fee subsidy awarded to candidates will be dependent upon the amount and type of funds available when applications are accepted. The maximum amount of a fee subsidy award will not exceed \$2,000. Candidates will be required to provide the remaining unsubsidized portion of the \$2,300 application fee with or without a third-party contributor. A full subsidy of \$2,000 would include state funds of \$1,000 and candidate subsidy funds of \$1,000 for chosen candidates. The remaining \$300 non-refundable portion of the application fee would be paid by the candidate or by a third-party contributor. Candidates will be selected statewide through an application process on a first-come, first-served basis with priority given to ensure that there are candidates from each of the ten State Board of Education districts. Depending on the funding available, additional candidates may be eligible for a partial subsidy of \$1,000, leaving the candidate to secure the remainder of the application fee, with or without a third-party contributor. The number of subsidy awards available is dependent upon funding sources available each fiscal year.

New Teacher Support System – Mentoring – In order for mentoring programs to be effective, it is important to consider the time that is required to provide structured and unstructured support. Examples of structured support might include regularly scheduled weekly meetings, training sessions, common planning times. Examples of unstructured support might include just-in time meetings to help the probationary teacher with a specific problem or issue. Time should also be provided for classroom observations, coaching, and feedback. As you complete the application, it would be important to consider how to handle issues such as common planning time, the use of non-contractual time, substitute costs, and administrator support. Without knowledgeable and supportive administrators, mentoring programs cannot be successful. The application must define expectations of administrators and explain how administrators at the district and building level support the mentor program. Districts need to consider confidentiality issues in their program design. Issues to consider might include formal and informal communication among those involved in the program (i.e. probationary teacher, mentor, administrator, peer coach) and processes to employ if a probationary teacher is struggling.

State Teacher Standards – www.ksde.org/cert/CertHandbook.doc

Refer to the State Teacher’s Standards matrix for an overview.

State Contacts

Kansas State Department of Education – Teacher Education and Licensure, 120 S. E. 10th Avenue, Topeka, Kansas 66612-1182. Telephone: (785) 296-2288. Fax: (785) 296-4318. Web: www.ksde.org/cert/cert.htm/

Gage, Martha S. Ph.D., Director – Teacher Education and Leadership (TEAL), Kansas State Department of Education. 120 S. E. 10th Avenue, Topeka, Kansas 66612-1182. Telephone: (785) 296-8010. Fax: (785) 296-4318. e-mail: mgage@ksde.org

Helbert, Susan, Assistant Director – Teacher Education and Licensure (TEAL), Kansas State Department of Education. 120 S. E. 10th Avenue, Topeka, Kansas 66612-1182. Telephone: (785) 296-2289. Fax: (785) 296-4318. e-mail: shelbert@ksde.org

Lyman, Lawrence, Chair of Early Childhood/Elementary Education – Emporia State University. E-mail: LYMANLAW@esumail.emporia.edu

Kentucky

Licensing

Kentucky offers the following types certificates:

- Initial Provisional Teaching Certificate
 - This certificate is issued to a graduate of a state approved educator preparation program for one year upon confirmation of employment. Upon successful completion of the Kentucky Teacher internship program, a professional certificate is issued for 4 years.
- Professional Teaching Certificate, First Renewal
- Professional Teaching Certificate, Second Renewal
- Professional Teaching Certificate, Subsequent Renewals

Certificate titles and grade levels are:

- Elementary Certificate:
 - Elementary (p - 5)
- Middle School Certificates:
 - Middle School English Language Arts (5 - 9)
 - Middle School Mathematics (5 - 9)
 - Middle School Science (5 - 9)
 - Middle School Social Studies (5 - 9)
- Secondary School Certificates:
 - Biology (8 - 12)
 - English (8 -12)
 - Social Studies (8 -12)
 - Mathematics (8 -12)
 - Physical Science (8 -12)
 - Chemistry (8 -12)
 - Physics (8 -12)
 - Earth/Space Science (8 -12)
- All Grade Levels Certificate:
 - Art (P - 12)
 - French (P - 12)
 - German (P - 12)
 - Latin (P - 12)
 - Spanish (P - 12)

- Health (P - 12)
- Integrated Music (P - 12)
- Vocal Music (P - 12)
- Instrumental Music (P - 12)
- Physical Education (P - 12)
- School Media Librarian (P - 12)

- Career and Technical Education Certificate:
 - Agriculture (5 - 12)
 - Business and Marketing Education (5 - 12)
 - Family and Consumer Sciences (5 - 12)
 - Industrial Education (5 - 12)
 - Technology Education (5 - 12)

- Restricted Base Certificate:
 - Computer Information Systems (P - 12)
 - Dance (P - 12)
 - English as a Second Language (P - 12)
 - Journalism (8 - 12)
 - Psychology (8 - 12)
 - Sociology (8 - 12)
 - Speech/Media Communications (8 - 12)
 - Theater (P - 12)

Testing

Since 1985, Kentucky law (KRS 161,030) has required the resting of new teachers and teachers seeking additional certification. New teachers, including teachers new to the state with less than 2 years teaching experience in a content area and grade level, are required to:

- Have completed an approved program of preparation in the appropriate area; and
- Pass the Principles of Learning and Teaching (PLT). A score of at least 161 is considered passing on the PLT; and
- Pass the PRAXIS II Subject Assessment in the appropriate area:

| Subject Area | Cut Score |
|---|-----------|
| Elementary: Curriculum, Instruction, and Assessment | 163 |
| Middle School Content: | |
| English/Language Arts | 153 |
| Mathematics | 143 |
| Science | 139 |
| Social Studies | 144 |
| Art: | |
| Art Making | 154 |
| Content Knowledge | 154 |
| Biology: | |
| Content Essays | 141 |
| Content Knowledge | 156 |
| Chemistry: | |
| Content Knowledge | 138 |
| General Science Content Knowledge, Part 2 | 146 |
| Earth/Space Science: | |
| Content Knowledge | 145 |
| General Science Content Knowledge, Part 2 | 146 |
| Physics: | |
| Content Knowledge | 114 |
| General Science Content Knowledge, Part 2 | 146 |
| English: | |
| Content Essays | 155 |
| Content Knowledge | 160 |
| Mathematics: | |
| Content Knowledge | 125 |
| Proofs & Models, Part 1 | 141 |
| Social Studies: | |
| Content Knowledge | 151 |
| Interpretation of Materials | 155 |
| Spanish: | |
| Content Knowledge | 160 |

Teachers new to the state with 2 or more years experience in the appropriate content area and grade level are not required to test.

Majors and Minors

Kentucky is now a standards-based state and as such does not require a specific set of courses for any certification. The state does approve the programs of study for teacher preparation that align with their standards.

Renewal Requirements

After 1985, the state stopped issuing lifetime certificates and required that certificates be renewed every 5 years. Here are the requirements to renew a Professional Certificate:

- Professional Teaching Certificate, First Renewal - At least 15 semester hours applicable to a master's degree or approved fifth year program, or half the requirements of the CEO* option.
- Professional Teaching Certificate, Second Renewal - Completion of a master's degree or approved fifth year program, or completion of the CEO* option.
- Professional Teaching Certificate, Subsequent Renewals - At least three years of successful teaching experience or six semester hours of graduate credit.

* The CEO option is an individualized independent study program in place of completing another degree. Total cost of the option is \$1950.

Composite Degrees in Science and Social Studies

Because Kentucky is now standards based, new teachers must test in the appropriate content area and grade level that they will be teaching. The ESPB currently issues interdisciplinary certification in English and social studies at the middle school and high school levels. Teachers certified in these areas hold the equivalent of a major with sufficient credits in the related areas to be deemed highly qualified. A middle or secondary school English teacher is highly qualified to instruct reading/writing in addition to English. A middle or secondary school social studies teacher is highly qualified to instruct history, political science, economics, and geography at the respective grade level.

Middle School

Kentucky considers middle school to be grades 5 - 9. The Middle School Certificate requires the applicant to pass subject assessment in one or two of the following areas: middle school math, middle school science, middle school English language arts, or middle school social science.

Student Teaching

State approved programs for teacher preparation involve 12 weeks of student teaching.

No Child Left Behind

Kentucky defines *highly qualified* teachers as:

- A *highly qualified* elementary teacher who is new to the profession shall:
 - Hold at least a baccalaureate-level degree;
and
 - Hold full Kentucky certification for a teacher new to the profession; i.e.:
 - A ‘provisional internship certificate’, or
 - A “temporary provisional certificate” (university-based alternative route);
and
 - Have passed the state certification tests for subject knowledge and teaching skills in reading/language arts, writing, math, and other areas of the elementary school curriculum.

- A *highly qualified* middle or secondary teacher who is new to the profession shall:
 - Hold at least a baccalaureate-level degree;
and
 - Hold full Kentucky certification for a teacher new to the profession; i.e.:
 - A ‘provisional internship certificate’, or
 - A “temporary provisional certificate” (university-based
 - alternative route);
and
 - a. Have passed the state certification test(s) in each core academic subject the teacher teaches,
or
 - Have completed an undergraduate major in each core academic subject the teacher teaches as shown on the face of the college or university transcript,
or
 - Have completed a graduate degree in each core academic subject the teacher teaches as shown on the face of the college transcript,
or
 - Have completed coursework equivalent to an undergraduate major in each core academic subject the teacher teaches as verified by the EPSB and printed on the face of the teacher’s state certificate.

- A *highly qualified* elementary teacher who is not new to the profession shall:
 - Hold at least a baccalaureate-level degree; and
 - Hold full Kentucky certification, issued for at least Rank III (certification at the baccalaureate level), for a teacher not new to the profession, i.e.:
 - A “professional certificate”, or
 - A “provisional certificate” or “standard certificate” issued prior to 2000; and
 - Have passed the state certification tests for subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the elementary school curriculum, or
 - Have met HOUSSE requirements (see below).

HOUSSE: The ESPB established a “high, objective uniform State standard of evaluation” (HOUSSE) to enable teachers to demonstrate competency in each academic subject they teach. Elementary teachers who do not meet #3(a) above will nevertheless be *highly qualified* if they:

- Have successfully completed KTIP (Kentucky Teacher internship program) at the elementary level, or
 - Hold Rank I (“sixth-year”, specialist, or doctoral level) or Rank II (master’s, or its equivalent, level) Kentucky certification in elementary education (or P – 12 in the core academic subject[s] they teach), or
 - Hold valid National Board for Professional Teaching Standards (NBPTS) certification in early or middle childhood education, or
 - Accumulate at least 90 points on the HOUSSE index for Elementary Teachers.

- A *highly qualified* middle or secondary teacher who is not new to the profession shall:
 - Hold at least a baccalaureate-level degree and
 - Hold full Kentucky certification, issued for at least Rank III, for a teacher not new to the profession, i.e.:
 - A “professional certificate”, or
 - A “provisional certificate” or “standard certificate” issued prior to 2000;

and

- Have passed the state certification test(s) in each core academic subject the teacher teaches,
or
- Have completed an undergraduate major in each core academic subject the teacher teaches as shown on the face of the college or university transcript,
or
- Have completed a graduate degree in each core academic subject the teacher teaches as shown on the face of the college transcript ,
or
- Have completed coursework equivalent to an undergraduate major in each core academic subject the teacher teaches as verified by the EPSB and printed on the face of the teacher's state certificate.,
or
- Hold a Rank I or Rank II Kentucky certificate in the core academic subject(s) the teacher teaches,
or
- Hold valid National Board for Professional Teaching Standards certification in middle childhood, early adolescence, or adolescence and young adulthood education,
or
- Have met the HOUSSE requirements (see below)

HOUSSE: The ESPB established a “high, objective uniform State standard of evaluation” (HOUSSE) to enable teachers to demonstrate competency in each academic subject they teach. Middle or secondary teachers who do not meet any of #3a-f above will nevertheless be “highly qualified” if they:

- Have successfully completed KTIP (Kentucky Teacher internship program) at the middle or secondary level in the core content the teacher teaches, or
- Accumulate at least 90 points on the HOUSSE Index for Middle/Secondary Teachers

➤ **Rural Flexibility Rule:**

With regard to the federal Small Rural Achievement Program, a teacher who is *highly qualified* in at least one subject will have three additional years to become *highly qualified* in additional subjects they teach. They also must receive professional development and “intense supervision or structured monitoring” to become *highly qualified* in these other areas. School district eligibility requirements are (1) an average daily attendance of less than 600 and (2) a classification as “rural”. This policy went into effect March 15, 2004.

State Law - Use of “Major Equivalency”

Neither the Commonwealth of Kentucky nor EPSB defines academic “major.” The EPSB identifies preparation in a standards-based format that is equivalent to a major.

National Board Certification

Candidates for National Board Certification are reimbursed 75% of their first year out-of-pocket expenses and up to 5 days release time for portfolio preparation. Upon submission of a portfolio, candidates are eligible for a \$400 stipend. Kentucky requires school districts to pay National Board Certified teachers \$2000 above their based salary if the teacher. The local district is then paid back by the Kentucky Department of Education.

New Teacher Support System

The Kentucky Teacher Internship Program (KTIP) is designed to provide assistance to new teachers. Its main goal is to help new teachers experience a successful first year in the classroom. The program strengthens effective teaching skills and helps the intern teacher recognize behaviors that are ineffective or counterproductive for pupil learning.

All new teachers and out-of-state teachers with less than two years of successful teaching experience who are seeking initial certification in Kentucky participate in KTIP.

A person who has completed an approved educator preparation program must pass the assessments approved by the Education Professional Standards Board (EPSB) and apply to the Division of Certification for a teaching certificate. When the requirements have been completed, as evidenced by the application, official transcript, and report of the assessments, the applicant is issued a Statement of Eligibility valid for five years.

When the teacher secures employment in an approved public school or accredited nonpublic school in Kentucky, the Confirmation of Employment on the back of the Statement of Eligibility Form must be completed and forwarded to the Division of Professional Learning and Assessment.

A one-year teaching certificate is then issued to cover the teaching assignment and a three-member internship committee is appointed and monitored by the Division of Professional Learning and Assessment.

The beginning teacher committee is composed of three (3) persons who have successfully completed training in the supervision and assessment of the performance of beginning teachers. The committee shall consist of a resource teacher (preferably in content area),

the school principal of the school where the internship is served, and a teacher educator from a state-approved teacher training institution.

The resource teacher shall spend a minimum of seventy (70) hours working with the beginning teacher; twenty (20) of these hours shall be providing assistance to the intern in the classroom setting; fifty (50) of these hours shall be in consultation. Using class time or assessment meetings do not count as part of the 50 hours of mentoring time.

Each member of the committee shall observe the beginning teacher in the classroom a minimum of three (3) times per year; with the intern being notified in advance. After each committee member has had an opportunity to observe and review the portfolio, the school principal shall schedule the committee meeting to discuss the findings. The intern will then discuss progress and expectations with the committee.

The three members of the teacher committee make a professional judgment by majority vote as to whether the performance of the teacher intern has been satisfactory or unsatisfactory. In making the professional judgment, the committee considers:

- * the progress of the intern through the entire year and, in particular, the level of performance achieved near the end of the school year,
- * the progress and improvement of the intern demonstrated by a systematic observation of classroom performance,
- * a review of a portfolio of materials that are accumulated by the intern as requested by the committee, and
- * a review of the response of the intern to the suggestions and recommendations made by the committee during its meetings with the intern throughout the period of internship.

As a significant part of the KTIP, each committee member is trained in the use of the KTIP Intern Performance Record (IPR) and review of the portfolio. Committee members are trained to observe and record teaching behaviors related to New Teacher Standards adopted by the EPSB.

If an intern is employed for a minimum of 70 days (3 hours per day - 5 days a week), the experience will count for one half of the internship requirement. The second half of the internship may be completed during employment for a semester in another school year prior to the expiration of their Statement of Eligibility.

An intern whose experience is judged unsatisfactory may repeat the internship another year if hired in a Kentucky school district within the period of validity of the Statement of Eligibility. If the committee failed to comply with and follow all prescribed statutory and regulatory requirements and procedures in assisting and assessing a teacher intern, the intern may appeal in writing the unsatisfactory decision of the KTIP committee within thirty days of notice of their unsuccessful internship from the EPSB. Appeals shall be directed to the Division of Professional Learning and Assessment, EPSB, and will be assessed by an appointed appeals committee which shall, whenever practical, make a determination within sixty days following the receipt of each appeal.

If the internship is not completed within the five year period of the Statement of Eligibility, the teacher must re-qualify for a new Statement of Eligibility by completing six semester hours of graduate credit from a master's degree program or planned fifth year program or by again passing the tests adopted by the EPSB.

The resource teacher shall have completed at least four (4) years of successful teaching experience as attested to by his or her immediate supervisor or by having achieved tenure and be able to show evidence of continuing professional development by having achieved a master's degree or its equivalent or the accumulation of two thousand (2,000) hours of continuing professional activities and KTIP training.

Alternative Systems of Attaining a Teaching License

The Kentucky General Assembly has enacted alternative routes to teacher and administrator certification for persons who have demonstrated exceptional work and/or educational experiences. The Education Professional Standards Board (EPSB) is the state agency that establishes standards and procedures for the alternative route options. The EPSB provides technical assistance to qualifying individuals who have potential as educators in Kentucky schools, to local boards of education, and to institutions of higher education in implementing these options:

- Option 1 - Exceptional Work Experience Certification: Candidates for this route must:
 - Have 10 years documented exceptional work experience in the area for which certification is sought.; and
 - Have a bachelor's degree with 2.5 GPA; and
 - Have an offer of employment at the secondary level in a local school district.

If the application is approved, the applicant receives a one-year Provisional Teaching Certificate. During the first year of teaching, the candidate participates in the Kentucky Teacher Internship Program (KTIP). Upon successful completion of the internship, he/she receives the Professional Certificate.

- Option 2 - Local District Training Program Certification: Candidates for this route must:
 - Have a bachelor's degree with a 2.5 GPA (exceptional experience may be substituted for GPA requirement); and
 - Have passed required written assessments in the specialty area; and

- Have completed a 30-hour course of study in the specialty area or have five years of exceptional field experience related to the certification area being sought; and
- Have an offer of employment from a school district that has an approved training program*.

After successfully meeting the requirements of the one-year training program, the candidate receives a one-year Provisional Certificate and participates in KTIP. Upon successful completion of the internship program, he/she receives the Professional Certificate.

**The EPSB currently has approved programs for Jefferson County.*

➤ Option 3 - College Faculty Certification for Grades 9 - 12: Candidates for this route must:

- Have a minimum of a master's degree in the academic subject for which certification is sought; and
- Have five years of full-time teaching experience or its equivalent (90 semester credit hours) at an accredited institution of higher education in the academic subject for which certification is sought.

A candidate meeting these requirements receives a Statement of Eligibility. After obtaining employment, the candidate receives a one-year Provisional Certificate. Upon successful completion of KTIP during the first year of teaching, the teacher receives the Professional Certificate.

➤ Option 4 - Adjunct Instructor Certification: Candidates for this route must:

- Have an offer of employment; and
- Have expertise in a specific area; and
- For elementary certification have a bachelor's degree with an overall GPA of 2.5;
- For middle or secondary certification have an overall GPA of 2.5 and have a GPA of 2.5 in the major/minor or area of concentration in the subject to be taught; or
- For vocational education certification have a high school diploma and at least four years of appropriate occupational experience.

an A candidate meeting these requirements is employed in a part-time position on annual contract basis and is not eligible for continuing service status or retirement provisions. A school district may contract with an adjunct instructor on an hourly, daily, or periodic basis. The local school district must provide an orientation program for adjunct instructors.

- Option 5 - Veterans of the Armed Services: Candidates for this route must:
 - Have been discharged or released from active duty under honorable conditions after six years of active duty immediately before the discharge or release; and
 - Have a bachelor's degree in the subject matter or related area for which certification is sought; and
 - Have a GPA of 2.5 for a bachelor's degree or hold an advanced degree; and
 - Have passing scores on EPSB-approved subject matter assessments.

After A candidate meeting these requirements receives a Statement of Eligibility. obtaining employment, the candidate is issued one-year Provisional Certificate. Upon successful completion of Kentucky Teacher Internship Program during the first year of teaching, the teacher receives the Professional Certificate.

- Option 6 - University Based Alternative Certification: Candidates for this route must:
 - Have a bachelor's or master's degree; and
 - Meet university admission standards.

a In the 2000 session, the Kentucky General Assembly provided potential educators a new route to alternative certification that allows completion of the preparation program with concurrent employment in a school district. A candidate receives a Temporary Provisional Certificate and participates in KTIP or the Kentucky Principal Internship Program (KPIP). The candidate must complete all requirements within two years and pass all required assessments. Persons interested in this option should contact the College of Education officials at their respective college or university.

State Teacher Standards

Kentucky teacher education standards are found at the website:

www.kyepsb.net/teacherprep/standards.asp

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contacts

Kentucky Education Professional Standards Board

Division of Certification

1024 Capital Center Drive, Suite 225

Frankfort, KY 40601

Phone: 502-573-4606

Web site: www.kyepsb.net

Louisiana

Levels of Certificates

- Level 1 Initial Professional Certificate (Class C) – Issued for three years upon completion of a state-approved teacher preparation program, passing scores on the Praxis, and recommendation by the university to the Department of Education (non-renewable)
- Provisional Certificate – Issued for one year to inexperienced out-of-state applicants who have not taken the Praxis Tests (non-renewable)
- Out-Of-State Certificate – Issued for three years to experienced out-of-state applicants who have proof of out-of-state certificate and converts to Standard Certificate with proof of passing Praxis scores or submission of verification of four years of successful teaching out of state and one year in Louisiana (non-renewable)
- Level 2 Standard Professional Certificate (Class B) – Issued for five years to applicants who possess a Level 1 Certificate, have passed the Louisiana Assistance and Assessment Program, and have had three years of teaching experience (renewable)
- Level 3 Professional Certificate (Class A) – Issued for five years to applicants who possess a Level 1 or Level 2 Professional Certificate, have completed a Master’s Degree, five years teaching experience, and passed the Louisiana Assistance and Assessment Program (renewable)

Types of Certificates and Requirements

- Early Childhood (Pre-K-3) Requirements
 - 39 hours in General Education including English (12), Mathematics (9), Sciences (9), Social Studies (6), and Arts (3)
 - 33 hours in Early Childhood, Reading/Language Arts, and Mathematics
 - 15 hours each in Methodology and Teaching and Knowledge of the Learner and Learner Environment
 - 22 flexible hours (university’s discretion) – three must be in the humanities
 - 270 clock hours of student teaching with 180 of those in actual teaching with a substantial portion being on an all day basis
- Elementary (Grades 1-6) Requirements
 - 54 hours in General Education including English (12), Mathematics (12), Sciences (15), Social Studies (12), and Arts (3)
 - 21 hours in Reading/Language Arts, and Mathematics
 - 15 hours each in Methodology and Teaching and Knowledge of the Learner and Learner Environment
 - 19 flexible hours (university’s discretion)
 - 270 clock hours of student teaching with 180 of those in actual teaching with a substantial portion being on an all day basis

- Middle Grades (Grades 4-8) Requirements
 - 54 hours in General Education including English (12), Mathematics (9), Sciences (9), Social Studies (6), and Arts (3)
 - 12 hours generic for additional content knowledge including English (3), Mathematics (3), Sciences (3), Social Studies (3) or two in-depth focus areas of a minimum of 19 semester hours in each
 - 15 hours in Knowledge of the Learner and Learner Environment
 - 15 hours in Methodology and Teaching
 - 17-26 flexible hours (university's discretion)
 - 270 clock hours of student teaching with 180 of those in actual teaching with a substantial portion being on an all day basis
- Secondary (Grades 7-12) Requirements
 - 30 hours in General Education including English (6), Mathematics (6), Sciences (9), Social Studies (6), and Arts (3)
 - 31 semester hours in primary teaching area
 - 19 hours in secondary teaching area
 - 15 hours in Knowledge of the Learner and Learner Environment
 - 24 hours in Methodology and Teaching
 - 17-26 flexible hours (university's discretion)
 - 270 clock hours of student teaching with 180 of those in actual teaching with a substantial portion being on an all day basis
- Note: A Temporary Certificate and an Out-Of-Field Authority to Teach Certificate, may be issued for the above areas by the employing superintendent if requirements have been met.

In-State Versus Out-of-State Requirements

- In-State Requirements – The college or university where the degree was earned will provide an institutional recommendation for certification, an application form along with a fee of \$50, the official transcript with a final GPA of at least 2.50, verification of passing of required Praxis tests, and a completed Professional Conduct Form.
- Out-of-State Requirements – A teacher who qualifies for a certificate under the out-of-state plan will be issued either a Type C, or if lacking the testing requirements, a one-year nonrenewable provisional certificate. The routes for the out-of-state applicant could be through either an Approved Program Plan or through a Certificate Plan.
 - Approved Program Plan - Applicant must possess a baccalaureate degree from regionally accredited institution, have completed an approved teacher education program, and have a letter from State Department of Education verifying eligibility for a certificate. Proof of passing scores on the required Praxis Tests and proof of teaching experience within the last five years for those who have earned a degree five years prior to the date of application are also required. If the teaching experience is lacking, the applicant will need to complete 6 semester credit hours relating to the

teaching field during the five-year period preceding the date of application.

- Certificate Plan – Applicant must possess a baccalaureate degree from regionally accredited institution, have been issued a certificate by another state, or verification of eligibility for a certificate by the State Department of Education, and have completed student teaching in the areas of certification or have three years of successful teaching experience in the areas. Proof of passing scores on the required Praxis Tests and proof of teaching experience within the last five years for those who have earned a degree five years prior to the date of application are also required. If the teaching experience is lacking, the applicant will need to complete 6 semester credit hours relating to the teaching field during the five-year period preceding the date of application.

➤ Note: Louisiana does belong to the Interstate Certification Compact Agreement.

Alternative Certification Programs – The state of Louisiana issues four different practitioner teacher licenses to persons who are enrolled in a state-approved teacher education alternate program. The type of practitioner license corresponds to the alternate program type as follows:

- Practitioner License 1 – Practitioner Teacher Program Requirements: official transcript for evaluation to be submitted to Louisiana college or university with approved program, a baccalaureate degree from regionally accredited university, minimum GPA of 2.5 or evidence of successful work experience (however, GPA must not be less than 2.2), passing of required Praxis Tests (exception is if candidate has Master’s Degree), and meeting other non-course requirements established by college or university. Accepted candidates will then complete 9 credit hours in the summer, teaching internship and 12 credit hours of First-Year Teaching, and be reviewed by Teacher Performance Review at end of the first year.
- Practitioner License 2 – Non-Master’s Certification Only Program Requirements: baccalaureate degree from regionally accredited university, minimum GPA of 2.2 undergraduate, 2.5 required upon completion of program for certification, and passing of required Praxis Tests. Accepted candidates will then complete 12 credit hours in Knowledge of Learner and the Learning Environment, 6 credit hours in Methodology and Teaching, and 6 credit hours in Student Teaching or Internship.
- Practitioner License 3 – Master’s Degree Certification Program Requirements: baccalaureate degree from regionally accredited university, minimum 2.5 GPA on undergraduate, passing of required Praxis Tests, and meeting other non-course requirements established by college or university. Accepted candidates will then complete 15 credit hours in Knowledge of Learner and the Learning Environment, 12 – 15 hours in Methodology and Teaching, and 6 – 9 hours in Student Teaching or Internship.
- Practitioner License 4 – Candidates not in a new alternate program who have at least a 2.5 grade point average, have passed the required Praxis Tests (or accumulated 31 semester hours of coursework in the specific content area),

but still lack some requirements for certification qualify for this alternative program.

Renewal Requirements – Holders of Class A and B (Standard and Professional)

Certificates must complete 150-clock hours of professional development every five years in order to renew their certificates. Holders of Class C (Initial) Certificates will be able to have their certificates converted into Type A or B after three years if they have had successful teaching experience, and have completed the Louisiana Teacher Assistance and Assessment.

Testing – The State Department of Louisiana requires that all candidates for Louisiana certification are required to have taken the Praxis I and II Tests – effective as of Sept., 1999. Praxis I assesses basic reading, writing, and math skills, and Praxis II assesses pedagogy skills and subject matter in one of 25 content areas. If a content area does not have a subject matter assessment, the teacher must still pass the pedagogy test of Principles of Learning and Teaching. A candidate must have passing scores on the exams to be certified. Candidates from states that do not require these exams must take them to become certified in Louisiana, and out-of-state applicants who have already taken the exams must meet Louisiana’s qualifying scores. Undergraduate teacher preparation programs in Louisiana require the Praxis I as an entrance requirement, and Praxis II is generally taken near the end of the coursework and student teaching. Following are the required passing Praxis scores for Louisiana:

- Praxis I
 - 172 in reading
 - 171 in writing
 - 170 in Math
 - 161 for the Principles of Learning and Teaching for elementary and secondary
 - 154 for the middle school level

- On the following page are the Praxis II Content Area Cut-off Scores for Louisiana:

Praxis II Subject Area Test Cut Scores:

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 147 |
| PLT: Grades PK-3 | 510 |
| Middle School Content Knowledge | 150 |
| Middle School 5-8 Science | 150 |
| Middle School 5-8 Social Studies | 150 |
| Middle School 5-8 Math | 150 |
| Art | N/A |
| Biology | 580 |
| Chemistry | 530 |
| Composite Science | 530 |
| Earth Science | N/A |
| Economics | N/A |
| English | 160 |
| Geography | N/A |
| Government/Political Science | N/A |
| History | N/A |
| Math | 550 |
| Music | 530 |
| Physics | 530 |
| Social Studies | 149 |
| Spanish | 540 |

Student Teaching Requirements – 180 hours of actual teaching experience during the sophomore, junior, and senior years in schools with varied socioeconomic and cultural characteristics prior to student teaching, completion and passing of required Praxis Tests, minimum GPA of 2.5, and 270 clock hours of student teaching (9 weeks).

Majors/Minors – Louisiana does not require a “major” or “minor” in the teaching area. It requires a specific number of units in the teaching area, which are listed in the section that describes the types of certificates. The Board of Regents for Louisiana defines “major” as being 25% (31 hours) of the total number of hours in a degree program and “minor” as being 15% (19 hours) of the total number of hours in a degree program.

*As of July 2006, the “current” definitions and requirements of major and minor will not qualify under NCLB.

Composite Degrees in Science and Social Studies: 22 or more semester hours are needed in General Science as a primary teaching area and 10 or more hours are needed as a secondary teaching area. 25 or more semester hours are needed in Social Studies as a primary teaching area, and 13 or more are needed as a secondary teaching area. 30 semester hours in general education are also required as part of the secondary program.

Middle Grades – Grades 4-8 – Current Teaching Requirements: A minimum of 19 semester hours are needed to teach English, Math, Science, or Social Studies at the middle grade level along with a required number of general education hours.

Requirements in July, 2006: For purposes of NCLB, classification will be grades 6-8. Teachers must hold a valid teaching certificate appropriate for grades 6-8 or a special education certificate that includes middle grades, 3 years successful teaching experience, and one of the following:

- Pass the state-subject specific test for middle school academic content area or for a secondary academic content area for every core subject to be taught
- Be NBPTS certified in the content area
- Have completed a minimum of 20 semester hours of coursework in content area for every core subject to be taught
- Have earned a master’s degree in a content area for every core subject to be taught
- Meet the “HOUSSE” option of completing 90 Continuing Learning Units by end of school year 2005-2006
- Develop a performance-based portfolio that demonstrates competencies in the content area – the system must be approved by SBESE (Louisiana Board of Elementary and Secondary Education)

No Child Left Behind (NCLB): All public school teachers of the core academic subjects identified by NCLB must be highly qualified to teach these subjects by the end of the 2005-2006 school year. Louisiana has also identified “Arts” as a core subject” which includes secondary visual and performing arts courses – Speech, Drama, Voice, Band, etc.

- Louisiana Definition of “Highly Qualified”
 - Not-new Teachers – a teacher with one or more years of teaching experience earned while holding a valid teaching certificate
 - New Teachers – a teacher with less than one year of teaching experience earned while holding a valid teaching certificate
- Not-new, Veteran Teacher Requirements
 - Elementary
 - Must hold a valid elementary certificate or a special education certificate that includes elementary grades
 - Must have either passed state elementary exam, achieved NBPTS certification, completed at least 12 semester hours in each of the four core disciplines, or met HOUSSE options of completion of 90 CLUs or portfolio by end of 2005-2006 school year
 - Middle School
 - Must hold a valid teaching certificate for grades 6-8, or a special education certificate that includes middle school grades
 - Must have either passed the state subject-specific exam for middle school academic content area for each core area taught, achieved NBPTS certification, completed coursework equivalent to an academic major in each core area taught, earned a master’s degree in each core area taught, or met HOUSSE options of completion of 90 CLU’s or portfolio by end of 2005-2006 school year
 - Secondary
 - Must hold a valid secondary education teaching certificate
 - Must have either passed the state subject-specific exam for each secondary core teaching area, achieved NBPTS certification, completed coursework equivalent to an academic major in each core area taught, earned a master’s degree in each core area taught, or met HOUSSE options of completion of 90 CLU’s or portfolio by end of 2005-2006 school year
- New Teacher Requirements
 - Elementary
 - Must hold a valid elementary school education teaching certificate or special education certificate that includes elementary school grades
 - Must pass the Louisiana content-specific elementary education exam
 - Middle School
 - Must hold a valid teaching certificate for grades 6-8 or a special education certificate that includes middle school grades

- Must have either passed the state subject-specific exam for middle school or secondary school academic content for each core area taught, completed coursework equivalent to an academic major for each core area taught, or earned a master's degree in each core area taught
- Secondary
 - Must hold a valid secondary education teaching certificate for each core area taught
 - Must have either passed the state subject-specific exam for secondary content for each core area taught, completed coursework equivalent to an academic major for each core area taught, or earned a master's degree for each core area taught
- Rural Flexibility Rule: Louisiana is participating in the recently proposed "Rural Flexibility Rule" for NCLB. Currently, four Louisiana school districts qualify for provisions under the rule. Teachers in these districts will have until the end of the school year 2006-2007 to demonstrate subject-area competency. The districts need to submit an application for approval.

National Board Certification

- Fee: Louisiana pays \$2000 of \$2300 fee for NBPTS certification.
- Stipend: \$5000 annual salary supplement for the ten -year life of the certificate
- Mentoring during the NBPTS certification process is provided for all candidates

New Teacher Support System – Mentoring – The Louisiana Teacher Assistance and Assessment Program (LaTAAP), is a state-mandated initiative that supports new teachers by providing them with a formal two-year program of mentoring and assessment for certification. Successful completion of the program by the new teacher is mandatory in order to move to the next level of certification. If the new teacher does not demonstrate competency by the end of the 4th semester of teaching, he or she will be denied to teach in Louisiana for 2 years

State Teacher Standards:

Teacher Standards for Louisiana can be found at www.lcet.state.la.us/doe

(Bulletin 746)

Refer to the Teacher Standards Matrix for an overview.

State Contacts

Teacher Certification and Higher Education

Louisiana Department of Education

PO Box 94064

1201 N. Third Street

Baton Rouge, LA 70804-9064

Ph: 225/342-3490

Fax: 225/342-3499

Website: <http://www.doe.state.la.us>

Maine

License

➤ **Provisional certificate**

- **Function** - The provisional certificate is the initial Maine certificate for teachers and educational specialists who have not previously served in Maine. The certificate is intended to recognize an apprentice period of teaching. In the case of teachers, the provisional certificate shall be issued with one or more endorsements, which specify the grades, and subject area, which the teacher is deemed, qualified to teach except that these endorsements shall not apply to teachers in private schools approved for attendance purposes only. For educational specialists, the certificate shall itself specify the grades and subject area, which the educational specialist is deemed, qualified to teach.
- **Term** - The provisional certificate shall be issued for a 2-year period except that a teacher or educational specialist who (i) is eligible to hold a provisional certificate, (ii) has at least two academic years of prior experience as a teacher or educational specialist, and (iii) has taught for fewer than two years in Maine with a provisional certificate, may be awarded a professional certificate if recommended by the school unit's support system following orientation and a minimum of one observation in accordance with the applicant's Teacher Action Plan.
- **Renewal** - A provisional certificate is not renewable except in one of the following circumstances
 - (1) The teacher or educational specialist is employed in a private school, which has been approved for attendance purposes only, which does not have an approved support system;
 - (2) Unemployed teachers who apply to renew their certificates during periods of unemployment so long as they have been employed for less than 2 consecutive school years while holding a provisional certificate;
 - (3) The superintendent and support system of the employing school unit both recommend renewal of the provisional certificate and the recommendation of the support system includes a teacher or educational specialist action plan which

describes the goals to be met by the teacher or educational specialist to achieve a professional certificate, specific steps needed to achieve those goals, and criteria for measuring whether those steps have been successfully completed. If the recommendations of the superintendent and support system do not agree, the Commissioner may, in his or her discretion, hold a fact-finding hearing in the employing school unit to hear the respective recommendations and other relevant evidence and argument for renewal. With the consent of the teacher or educational specialist, the hearing may be open to the public; or

➤ **Professional Certificate**

- **Function** - The professional certificate is the standard certificate for teachers and educational specialists awarded to eligible applicants. The professional certificate is awarded upon successful completion of the provisional or, in some cases, conditional certification. The professional certificate authorizes service for a period of 5 years. In the case of teachers, the professional certificate shall be issued with one or more endorsements, which specify the grades, and subject areas, which the teacher is deemed, qualified to teach. For educational specialists, the certificate shall itself specify the grades and subject area that the educational specialist is deemed qualified to teach.
- **Renewal** - A professional certificate may be renewed for successive five-year periods. A professional certificate may be renewed upon completion of 6 hours of approved study. It is recommended that the approved study be in the endorsement area.

➤ **Master Certificate**

- **Function:** The master certificate is a certificate, which indicates that the holder is an especially capable and knowledgeable teacher or educational specialist. The master certificate is awarded for a 5-year period.
- **Renewal** - The master certificate may be renewed for successive 5-year periods.

➤ **Out-State candidates** are handled by interstate agreement or transcript analysis.

➤ **Renewal Requirements** – A Professional certificate may be renewed upon completion of 6 hours of approved study. It is recommended that the approved study be in the endorsement area.

➤ **Alternative Systems of Attaining a Teaching License**

- GRADE LEVELS AND/OR SUBJECT AREAS COVERED -- All
- WHO OPERATES -- State
- REQUIREMENTS TO ENTER

In applying for transcript analysis, an individual must provide a copy of undergraduate and/or graduate transcripts. Although official transcripts are preferred, legible photocopies of official transcripts are acceptable. These must show the individual's social security number and all courses for which credit has been received and the date that degrees were awarded. Continuing education units and teacher recertification credits are not acceptable for initial certification.

An applicant for a Conditional Certificate must have met the academic content area requirements and must meet passing scores on the PPST during the initial term of the certificate, as a prerequisite for renewal, further renewal, or issuance of a Professional Certificate.

If the individual is certified to teach in another state, he or she must submit a copy of out-of-state teaching certificate.

In order for a Conditional Certificate to be awarded, the local school district must have actively sought to employ a Provisional or Professional Certificate holder, but has been unable to do so.

- **PROGRAM DESCRIPTION**

If the state has determined, through transcript analysis, that the individual is eligible for a Conditional Certificate, he or she must complete all requirements for full certification while teaching under the Conditional credential. The transcript analysis determines which coursework deficiencies must be completed to qualify for full certification.

To renew the Conditional Certificate, the individual must demonstrate that he or she has annually completed the amount of approved study ordinarily required for renewal of a professional certificate. Approved study must consist of courses unless the Department gives advance approval for in-service training in lieu of courses, in whole or in part. The individual's support system recommends that the Conditional Certificate be renewed or that a Provisional or Professional Certificate be issued.

NUMBER OF CREDIT HOURS TO COMPLETE

For secondary level -- 18 semester hours of education coursework plus student teaching; for elementary level -- 27 semester hours plus student teaching.

WHO EVALUATES---State of Maine
LENGTH OF TIME --The Conditional Certificate may be renewed for not more than two additional one-year terms.

Testing

- Required for initial license - In 1989 Maine began requiring the National Teacher Exam(NTE) for initial teacher certification. Maine has since replaced the NTE with the PRAXIS I test, for initial teacher certification. And, in 2005 will be adopting PRAXIS II content tests for all initial teacher certification.
- For teacher certificates requiring baccalaureate degrees, Chapter 013 mandates that applicants achieve qualifying scores on the Core Battery of the National Teacher Examination (NTE) Program from July 1, 1988 until September 1, 2000, and on the Pre-Professional Skills Test (PPST) or the Praxis I Computer-Based Tests on or after September 1, 2000 as set forth in section 3.5 of that chapter in order to receive a provisional certificate. All qualifying scores for the NTE must have been achieved during November 1982 and prior to September 1, 2000. All qualifying scores on the PPST or the Praxis I Computer-Based Tests for an applicant requiring a baccalaureate degree must have been achieved on or after July 1, 1989.
- For applicants requiring a baccalaureate degree who had taken and attained qualifying scores on the communication skills and general knowledge sections of the Core Battery of the NTE during November, 1982 and prior to September 1, 2000, these qualifying scores may be used by an applicant requiring a baccalaureate degree for certification until September 1, 2004. On September 1, 2004 and afterwards, an applicant requiring a baccalaureate degree for teacher certification must take and attain qualifying scores on the required qualifying examination at that time.
- **Praxis minimum test scores**
- Content Area - *TEACHER EXAMINATION
All applicants for initial teaching** certificates must demonstrate that they have achieved a passing
Score on the Pre-Professional Skills Test (PPST) as follows:
 - Reading 176
 - Writing 175
 - Math 175

- **Vocational certificates require the PPST; passing scores are as follows:
 - Reading 173
 - Math 172
 - Writing 168
- **Effective November 15, 2000, Praxis I scores are required for more than one teacher licensure area. Different qualifying scores apply. See below.**
- **Licensure Area Session/Test Code Test Name Qualifying Score**
 - All Areas, K-12 (*except Vocational Education*)
 - 10710 PPST Reading 176
 - 20720 PPST Writing 175
 - 10730 PPST Mathematics
 - (Calculators prohibited) 175
- Or
 - 5710 Computerized PPST Reading 176
 - 5720 Computerized PPST Writing 175
 - 5730 Computerized PPST Mathematics (Calculators prohibited) 175
- Vocational Education_____
 - 10710 PPST Reading 173
 - 20720 PPST Writing 168
 - 10730 PPST Mathematics (Calculators prohibited) 172
- Or
 - 5710 Computerized PPST Reading 173
 - 5720 Computerized PPST Writing 168
 - Computerized PPST Mathematics
 - Calculators prohibited) 172

Majors & Minor

Maine does not now license minors nor will it in 2004.

Composite Degrees in Science & Social Studies

Anyone with a bachelor's degree from a regionally accredited college can apply for the evaluation and then add other requirements for certification.

Middle schools

Are generally grades 5-8 if organized departmentally and teachers are responsible for one or more content areas.

- **ENDORSEMENT: MIDDLE LEVEL TEACHER**

- Authorization: To teach one of the following endorsement areas, (English/language arts, mathematics, science, or social studies), or a specific foreign language, from grade 5 through grade 8.
- Academic Requirements: Eligibility for this endorsement shall be established by:
 - Possession of a valid provisional or professional Maine teaching certificate (K-8, 7-12, or K-12) and
 - A minimum of 18 semester hours in the 7-12 endorsement area or specific foreign language which corresponds to the endorsement area or specific foreign language for which middle level authorization is sought, provided that for purposes of making this computation semester hours in life science and physical science may be aggregated and must include a minimum of 9 semester hours in life science and 9 semester hours in physical science; and
 - A minimum of 18 academic semester hours in any other 7-12 endorsement area or any K-12 endorsement area or any other specific foreign language, provided that for purposes of making this computation semester hours in life science and physical science may be aggregated.
- Professional Requirements:
 - A minimum of 12 semester hours from the following four areas. Three semester hours must be earned in each area.
 - Knowledge of the nature and needs of the early adolescent;
 - Knowledge of middle level philosophy, curriculum, instructional process. and assessment;
 - Middle level reading and writing across the curriculum;
 - Knowledge of the advisory/guidance role of the middle level teacher.
 - Teaching Qualifications Now & In July 2006 –
 - You **are highly qualified** if:
 - You hold an advanced degree in the core academic subject you teach, **OR**
 - You have a major in the core academic subject you teach, **OR**
 - You have the equivalent of a major in the core academic course(s) you teach, **OR**
 - You hold NBPTS certification in middle childhood, early adolescence, or
 - adolescence and young adulthood; or NBPTS in the core

academic subject you teach.

Student Teaching:

One academic semester or 15 weeks of full time student teaching experience, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks.

These requirements waived for Conditional level certificate holders.

No Child Left Behind

- **Definition of Highly Qualified** - The federal law requires that all teachers of core academic subjects meet three basic requirements:
 - Hold a bachelors degree, AND
 - Hold full state certification (provisional, professional, or master teacher), and Demonstrate subject matter competency in the core academic subject (s) taught. A teacher has two options for demonstrating subject matter competency. Options to demonstrate competency:
 - **OPTION #1** Meet **one** of the following:
 - Have passed a rigorous content examination (elementary, middle, secondary), **or;** Hold an academic major or coursework equivalent to an academic major (24 semester hours) for each content area of the teaching assignment (middle and secondary only), **or;** Have coursework equivalent to an academic major (24 semester hours) for each content area of the teaching assignment (middle and secondary only), **or;** Hold an advanced degree in the content area of the teaching assignment (middle and secondary only), **or;**
 - Hold National Board certification in the content area of the teaching assignment. **OR**
 - **OPTION #2 = HOUSSE**
 - Complete the Maine HOUSSE content knowledge rubric, which assigns points for experience and professional development activities that focus on content area expertise, **and** Achieve 100 points total on the rubric. Points must be accumulated from at Least three columns on the rubric.
 - HOUSSE stands for High Objective State Standard of Evaluation. It is a state standard and a system by which the school or school district can determine that an experienced teacher meets the subject matter competency requirements in the law.
 - Requirements for Veteran Teachers – same as above (HOUSSE)
 - Requirements for New Teachers as of July 2006 – same as above (HOUSSE)
- **Rural Flexibility Rule** – Not sure, this is not a certification issue. (Maine Dept. of Ed,)

- **Portfolios** – use HOUSSE---HOUSSE stands for (High Objective State Standard of Evaluation). It is a state standard and a system by which the school or school district can determine that an experienced teacher meets the subject matter competency requirements in the law.

“Major Equivalency”

24 semester hours or HOUSSE (coursework equivalent to an undergraduate major)

National Board Certification

Board is separate from Maine State Certification, but employment under a Maine teaching certificate is required for National Board candidacy. Some Maine school systems assist candidates with the application fee or provide release time for portfolio development. Some school systems also provide a stipend to National Board-certified teachers.

Teaching Mentoring

All beginning teachers have a mentor in a 2-year program

Teaching Standards

The **teaching standards** for Maine can be found at: **Web Address:**
www.state.me.us/education/cert/cert.htm

Please refer to the State Teacher Standards matrix for an overview.

State Contacts

Department of Education
23 State House Station
Augusta, ME 04333-0023
Voice: 207/624-6603

Member Web Site - www.state.me.us/education

Contact Nancy Ibarguen nancy.ibarguen@maine.gov
Judith Malcolm Judith.Malcolm@maine.gov

Maryland

Licensing – To ensure, through certification standards, that each student is served by professional educational staff who possesses the minimum essential knowledge and skills needed to achieve outcomes for public education declared by the State Board of Education.

Goals:

- To provide clear, consistent, and accurate information to applicants/certificate holders regarding certification rules, procedures, and processes.
- To enhance applicant/certificate holder satisfaction with the services and products provided by the Certification Branch Certificates are issued with either a January or July date.

Maryland does not issue a permanent certificate.

A. Names, Types, & Lengths

1. Type A – Provisional (Conditional) Certificate (COND) – Valid for one-year, this certificate is issued to an employed applicant at the request of the local superintendent of schools.
2. Type B
 - Professional Eligibility Certificate (PEC) – Valid for five-years. This is the initial certificate issued to an applicant meeting certification requirements but is not employed.
 - Standard Professional Certificate I (SPC I) – Valid for three-years.
 - Standard Professional Certificate II (SPC II) – Valid for seven-years.
3. Type C – Advanced Professional Certificate – Valid for five-years.

B. In-State versus Out-State Requirements – The candidate must hold a valid (current) professional certificate from another state and must have met the issuing state's qualifying scores required for the professional certificate.

To request an initial Maryland certificate by mail, submit the following:

1. Official transcript(s) for all course work taken (community college, baccalaureate, post-baccalaureate, if applicable). Transcript must show the degree and date of conferral. Student copies in an unopened mailer are also acceptable. (Do not have the college/university send transcripts directly to this office.);
2. A photocopy of your valid out-of-state professional certificate;
3. Verification of test scores for the required teacher certification tests of candidate's out-of-state professional certificate. (A photocopy of the test scores or an official verification from a state department of education will be accepted.); and
4. A cover letter with candidate's name, complete mailing address, social security number, and the area of certification you are seeking. Daytime telephone number and e-mail address are optional.

The Maryland State Department of Education will determine if candidate is eligible for certification and notify the candidate in writing.

Maryland issues certificates in the following teaching areas:

Early Childhood Education (PreK-3)

Elementary Education, grades 1-6 and middle school

Secondary Academic Areas (7-12):

- Agriculture/Agribusiness and Renewable Natural Resources
- Biology
- Business Education
- Chemistry
- Computer Science
- Data Processing
- Earth/Space Science
- English
- Family and Consumer Sciences
- Family and Consumer Sciences/Career Technology Education
- Foreign Language: Classical
- Foreign Language: Modern
- Geography
- Health Occupations Education
- History
- Marketing Education - Teacher-Coordinator
- Mathematics
- Outdoor Education
- Physical Science
- Physics
- Social Studies
- Speech Communication
- Technology Education
- Theater
- Trades and Industry
- Work-Based Learning Coordinator

Special Education:

- Infant/primary (birth - grade 3)
- Elementary/middle (grades 1-8)
- Secondary/adult (grades 6-12)
- Hearing Impaired
- Severely and Profoundly Disabled
- Visually Impaired

Specialty Areas (PreK-12):

- Art
- English for Speakers of Other Languages
- Health
- Music
- Physical Education

C. Renewal Requirements

- Provisional (Conditional) Certificate (COND) –It is reissued for subsequent one-year periods provided the applicant is employed and completes appropriate renewal requirements toward full certification.
- Professional Eligibility Certificate (PEC) – Renewable with six-credits.
Requirements: Bachelor’s degree; completes a Maryland-approved teacher education program, including teaching in the area of endorsement or completion of course and experience requirements; and a three semester hour course in the teaching of reading for early childhood, elementary, English and social studies teachers; and qualifying scores NTE tests in Communications Skills, General Knowledge, Professional Knowledge and the appropriate Specialty Area Test, or qualifying scores on Praxis I (either PPST or CBT) and appropriate subject Assessment(s).
- Standard Professional Certificate I (SPC I) –Renewable once. Requirements: Applicant must meet all requirements for the Professional Eligibility Certificate and is employed in a Maryland School.
- Standard Professional Certificate II (SPC II) –Non-Renewable. Requirements: Meets the requirements for a Standard Professional Certificate I; three-years of satisfactory professional experience (2 consecutive); 6 semester hours of credit; and submits a professional development plan for the Advanced Professional Certificate.
- Advanced Professional Certificate – Requirements: Satisfy requirements for the Standard Professional Certificate, plus a master’s degree or a planned 36-semester hour program (21 of which must be graduate level credit) in the area of endorsement; and four years of teaching experience (2 consecutive).

D. Alternative Systems of Attaining a Teaching License – Resident Teacher

Certificate (RTC) – Valid for one-year. Issued to an applicant who has been selected by a local school system to participate in a specialized program.

The Resident Teacher Certificate program is designed to attract and recruit liberal arts graduates and career changers who possess academic content backgrounds in the arts and sciences.

Program candidates must:

- Possess an earned bachelor degree or higher in area of assignment from a regionally accredited institution of higher education;
- Receive an average of B or better in courses related to area of assignment;
- Submit qualifying scores on teacher certification tests - Praxis I (basic skills) and Praxis II (content tests only – the pedagogy tests are taken later); and,
- Complete 135 clock hours of study prior to employment as a resident teacher.

Testing – All candidates applying for an initial teacher certificate, except those meeting requirement #2 on the Maryland Certification Information (graduating from an out-of-state institution within the last five years), are required to present qualifying scores on the Praxis I Academic Skills Assessments and the appropriate Praxis II Subject and Pedagogy Assessment, where required. Out-of-state candidates must

meet Maryland's qualifying scores. The tests may be taken at any valid test site in the nation.

- A. Required for Initial Licensure – All beginning teachers in all content areas must take Praxis I. Beginning July 1, 2002, applicants may meet the testing requirement in one of two ways by submitting:
- individual scores at or above the state qualifying scores on Praxis I: Reading, Writing, and Mathematics or
 - a composite score that is at or above the state qualifying score.

The composite score is the combined total of state qualifying scores on the three Praxis I assessments. The composite score for the PPST and CPPST is 527; the composite score for the Computer-Based Test (CBT) is 966. There is no composite score if the applicant took a combination of PPST and CBT. ETS no longer offers the CBT.

- B. How Long Have They Been Testing – Maryland instituted its first testing requirements in 1987. Currently, testing is required for both pedagogy and content in areas for which such testing is available. Testing requirements for each endorsement area are available on our web site www.certification.msde.state.md.us.

- C. What Kinds of Tests Are Used

- Content Area – Praxis I Academic Skills Assessments
- Basic Skills – appropriate Praxis II Subject and Pedagogy Assessment

- D. Tests in Every Area Or In Core Areas – Praxis II content area assessment tests are available in every licensure area: art, biology, business education, chemistry, early childhood, earth/space science, elementary education, English, ESOL, French, German, mathematics, music, physics, physical education, physical science, Spanish, special education, technology education, and school psychologist.

Please Note: NTE qualifying scores for tests taken prior to June 30, 2000 will be accepted from in-state and out-of-state teacher candidates for certification.

Qualifying scores for Praxis Assessments are subject to change without notice.

- ** Beginning February 3, 2003, a composite score (the sum of Praxis II content assessments) will be accepted for the following areas: Art (304), Biology (301), French (331), German (317), Music (301), Spanish (330) and Special Education (302).

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 142 |
| PLT: Grades PK-3 | 142 |
| Middle School Content Knowledge | |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | 145 |
| Biology – Part #1 | 155 |
| Part #2 | 146 |
| Chemistry | 153 |
| Composite Science | |
| Earth Science / Space Science | 152 |
| Economics | |
| English | 164 |
| Geography | |
| Government/Political Science | |
| History | |
| Math | 141 |
| Music | 154 |
| Physics | 143 |
| Social Studies | 154 |
| Spanish | 162 |

Major & Minor – Semester Hours for Each – Current regulations permit teachers to provide instruction out of field for no more than 50% of their teaching assignment.

- A. Still Using a Minor – Of course, No Child Left Behind carries with it specific requirements for expertise in all core academic subjects (e.g., academic major, equivalent of an academic major, etc.).
- B. Using Minor in 2006 – A Maryland-certificated teacher may add an endorsement by taking the required Praxis content test, so it could very well be possible for an individual with a content minor to add such an endorsement.

Composite Degrees in Science & Social Studies – Specific certification areas are delineated on our web site (www.certification.msde.state.md.us). Maryland has a social studies endorsement as well as some specific conceptual areas within the social sciences. Maryland does not have a general science endorsement; rather, we have concept-specific endorsements (e.g., biology, chemistry, physics, etc.).

- A. Semester Hours – The number of required semester hours is at the discretion of the teacher preparation institution.
- B. Still Using Them – Social Studies – Complete
 - an approved teacher preparation program which leads to certification in Social Studies, grades 7-12
 - or
 - Complete the course work and experience requirements found in www.COMAR13A.12.02.13 and the professional education course work requirements found in [www.COMAR13A.12.02.06A\(2\)](http://www.COMAR13A.12.02.06A(2)).

Middle School

- A. Grades Used in Middle School – Middle school grade bands are defined in regulation for certification purposes as "grade levels beginning with 4 or 5 and extending through 8."
- B. Teaching Qualifications Now & In July 2006 – Middle school structure in terms of school organization is defined at the local school system level.

Student Teaching Requirements – Coursework in specific content areas and methods differs according to the area of certification. Over the course of one year, elementary certification interns complete two experiences, one in grades 1-3 and the other in grades 4-8. Secondary certification interns complete two experiences, one in grades 6-8 and the other in grades 9-12. Courses may be taken on a full-time or part-time basis. An internship consisting of field experience and student teaching concludes the certification coursework.

Is completion of pre-service teaching (student teaching) under clinical supervision required? No.

Please describe the nature and amount of required student teaching. If completing an approved program, student teaching (internship) is required.

If completing transcript analysis, one year of satisfactory, full-time teaching experience in the area is required for most elementary, secondary, and N-12 certificates. One year of full-time teaching experience at the PreK or K level, in

addition, too one year of full-time teaching experience in grade 1, 2, and 3 is required for early childhood.

- A. Number of Weeks Required – The candidate is required to have one semester of internship and one semester of student teaching. Internships are completed in a professional development school and include performance based portfolio assessment. Student teaching is a full-time, semester-long experience, where academic theory is translated into practice.

If completing an approved program, student teaching (internship) is required.

- B. Minimum Grade Point Average – The candidate will have to meet the school’s minimum GPA, generally being 2.5 or 3.0, in order to be admitted into the education program. The candidate must also pass the Praxis II prior to student teaching.

No Child Left Behind – The State Superintendent began implementation of No Child Left Behind/Highly Qualified Teacher requirements. Current strategies include: Selecting Praxis II middle content assessments and setting state qualifying scores; allowing professionally certified teachers to add an endorsement in a content area through passing a Praxis II content assessment; allowing early childhood and special education teachers to demonstrate content knowledge by passing the Praxis II: Elementary Education: Content Knowledge assessment; and developing a Highly Objective Uniform State Standard of Evaluation (HOUSSE) for Maryland incumbent teachers.

- A. Definition of Highly Qualified – To assist teachers in achieving “highly qualified” status, the MSDE has created a single document that will give teachers the information they need to interpret the requirements of HOUSSE (high Objective Uniform State Standard of Evaluation); assess their credentials, course work, experience, and professional activities; complete the HOUSSE rubric to achieve “highly qualified” status; and submit their completed rubrics to human resources officials in local school systems.

As a state agency, MSDE is engaged in collaboration with local schools systems and institutions of higher education to develop and implement a broad array of professional development and teacher preparation programs that are consistent with the requirements of No Child Left Behind. Examples include the work of Maryland's K-16 Leadership Council, a major professional development assessment and standards-setting initiative currently underway, and focus on National Board for Professional Teaching Standards certification.

- B. Requirements for Veteran Teachers – High Objective Uniform State Standard of Evaluation (HOUSSE) – To be considered “highly qualified” an educator assigned to core academic subject must:

- Hold a bachelor’s degree or higher from a regionally accredited institution of high education, **and**
- Hold a valid Maryland Advanced Professional Certificate (APC) or hold a National Board Certification (NBC) in the core academic subject he or she is teaching;

Or

- Hold a bachelor's degree or high from a regionally accredited institution of higher education; and
 - Hold a valid Maryland Standard professional Certificate (SPC) or Resident Teacher Certificate (RTC), **and**
 - Have passed the applicable state content area test(s) in each of the core academic subject in which he or she is assigned and/or have completed an academic major or equivalent in each of the core academic subject for which he or she is assigned, **and**,
 - If an early childhood or elementary teacher new to the profession (hired after the first day of the 2002-2003 school year), have passed a state pedagogy test.
- Or**
- Achieve 100 points or more on the Maryland HOUSSE rubric, **and**
 - Teach in an assignment for which you hold a certificate.

Note: HOUSSE is available only to teachers not new to the profession – those hired prior to the first day of the 2002-2003 school year. Information on NCLB and requirements for new teachers are available in the certification and NCLB areas of the MSDE web site, www.marylandpublicschools.org.

- C. Requirements for New Teachers as of July 2006 – The Praxis II testing requirements were modified allowing candidates to meet a composite score in areas where two content tests are required; this policy was established by the State Superintendent and affirmed by the State Board. Maryland also allows a composite score for the three Praxis I assessments – Reading, Writing, and Mathematics.
- D. Rural Flexibility Rule – What Are They Doing? – Maryland does not have any schools that qualify as "rural" for the purposes of recently issued flexibility guidance.
- E. Use of Portfolios – Maryland does not utilize portfolio assessment for the determination of "highly qualified" status.

State Law – use of Terminology “Major Equivalency” – In accordance with No Child Left Behind, Maryland defines "equivalent of an academic major" as 30 semester hours from an institution of higher education. Teaching experience is not a factor in the determination of a major, although it is relevant to Maryland's HOUSSE.

National Board Certification

- A. What is it? – National Board Certification is acknowledgment that a teacher is highly accomplished, having met challenging professional teaching standards as evidenced by performance-based assessments. At the present time, there are nearly 10,000 teachers nationwide who have achieved National Board Certification. Completion of the process is recognized as a valuable professional development experience.
There are 217 known National Board Certified Teachers in Maryland.
- B. What is the assessment process? – The assessment process is two-tiered and consists of compiling a student-centered portfolio and completing assessment center exercises. Candidates submit four portfolio entries. Three of the entries

are classroom based and include two videos that document the candidates' teaching practice through student work. The fourth entry documents the candidate's work with students' families and community and collaboration with the professional community. Analytical and reflective commentary accompanies all documentation.

The Assessment Center consists of six 30-minute prompts that require candidates to demonstrate their knowledge of subject matter content. These written assessments focus on teaching and content knowledge. Maryland Assessment Centers are located in Baltimore, Bethesda, College Park, Columbia, Lanham, Pikesville, Salisbury, and Towson.

- C. Who is eligible? – At the time of application, a candidate must hold a baccalaureate degree, have taught successfully for a minimum of three years, and have held a valid professional state teaching certificate for those three years, or, where a certificate is not required, taught in schools recognized and approved to operate by the State.
- D. Cost? – The current assessment fee is \$2300. Other expenses may include copying costs, videotapes, tape duplication, and postage.
- E. Paying a Stipend? – In 1999, The Maryland General Assembly established a permanent program of state and local aid to pay the assessment fee for public school teachers seeking National Board Certification. Funding for 300 teachers is available. Legislation enacted in 2001 increased the number to 500 teachers. In addition to paying the assessment fee, the Maryland State Department of Education (MSDE) in collaboration with colleges and universities, business, and teachers' associations, sponsors the Maryland National Board Candidate Support Network. Candidates voluntarily attend monthly meeting on designated Saturdays at specified locations throughout the state. Maryland's National Board Certified Teachers (NBCTs) facilitate the monthly meetings which provide candidates structured opportunities to engage in professional conversations about standards and practices. Through the Maryland Candidate Support Network, candidates receive technical, intellectual, logistical, and emotional support as the progress through the assessment process. In 1999, the General Assembly enacted the Teacher Quality Act. One of the provisions of this act is that the State will provide matching funds up to \$2,000 to a National Board Certified Teacher. Some school systems currently offer additional financial incentives, ranging from \$1000 to \$2000.

New Teacher Support System

- A. Mentoring – Local school systems can apply to receive grants to establish or expand mentoring programs that support new teachers. These funds can be used for mentor salaries, mentor and mentee training, and professional development for all new and beginning teachers.
- B. Signing Bonus – A \$1,000 bonus is available for new classroom teachers who graduate with a grade point average of 3.5 on a 4.0 scale or its equivalent. Teachers must remain employed as a classroom teacher and work in the same district for a minimum of three consecutive years.

State Teacher Standards – www.msde.state.md.us/paab/pds/EDOTSEPT%201994.pdf

Refer to the State Teacher’s Standards matrix for an overview.

State Contacts

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Pilato, Dr. Virginia. Director of Teacher Quality & Title II – Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201. Telephone: (410) 767-0390. Fax: (410) 333-8963. e-mail: vpilato@msde.state.md.us

Massachusetts

Licensing

Massachusetts offers the following 4 types of licenses:

- Preliminary License
 - A teacher license issued to a person who holds a bachelor's degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements. It is valid for 5 years.
- Temporary License
 - An educator license issued to a person who holds a valid license or certificate of a type comparable to at least an Initial license in Massachusetts from another state or jurisdiction, and who has been employed under such license for a minimum of three years but has not satisfied the Massachusetts testing requirements. It is valid for 1 year.
- Initial License
 - It is valid for 5 years. There are three ways to receive an Initial License:
 - The holder of a Preliminary License can complete the school district's approved teacher training program within 5 years;
 - or
 - The holder of a Temporary License must successfully complete the required teacher tests for Massachusetts teachers;
 - or
 - The individual who has completed an approved college education program or individuals teaching in other states (3 years minimum) may be eligible to go directly to an Initial License. Successful completion of the Massachusetts Tests for Educator Licensure is required.
- Professional License
 - A license issued to a teacher who has taught under an Initial license for at least 3 years, completed a Performance Assessment Program or an appropriate master's degree program, and completed a 1 year mentor induction program.

License titles and grade levels are:

- Early Childhood License:
 - Teacher of Students With and Without Disabilities (P – 2)

- Elementary License:
 - Elementary (1 – 6)
 - English as a Second Language (P – 8)
 - Foreign Language (P – 6)
 - General Science (1 – 6)
 - History (1 – 6)
 - Mathematics (1 – 6)
 - Physical Education (P – 8)

- Middle School License:
 - Biology (5 – 8)
 - Chemistry (5 – 8)
 - Earth Science (5 – 8)
 - English (5 – 8)
 - General Science (5 – 8)
 - History (5 – 8)
 - Mathematics (5 – 8)
 - Middle School: Humanities (5 – 8)
 - Middle School: Mathematics/Science (5 – 8)
 - Physics (5 – 8)
 - Political Science/Political Philosophy (5 – 8)

- Secondary School License:
 - Biology (8 – 12)
 - Business (5 – 12)
 - Chemistry (8 – 12)
 - Earth Science (8 – 12)
 - English (8 – 12)
 - Foreign Language (5 – 12)
 - History (5 – 8)
 - Latin and Classical Humanities (5 – 12)
 - Mathematics (8 – 12)
 - Physics (8 – 12)
 - Political Science/Political Philosophy (8 – 12)
 - Technology/Engineering (5 – 12)
 - Visual Art (5 – 12)

- All Grade Level License:
 - Dance
 - Health/Family and Consumer Sciences
 - Instructional Technology

- Library
- Music: Vocal/Instrumental/General
- Speech
- Theater

Testing

Massachusetts requires testing of everyone seeking (1) a Preliminary License, or (2) an Initial License never having had a Preliminary License. Testing is not required for a Temporary License, but testing must be completed within the year before that teacher is eligible for a Preliminary License or Initial License.

The required tests are known as the Massachusetts Tests for Educator Licensure (MTEL.) It consists of 2 parts:

- Communication and Literary Skills test, and
- Subject matter knowledge test(s) appropriate the license sought.

Majors and Minors

Teaching in a major or minor field is not required. Passing the appropriate Subject-matter Test as well as the Communications and Literacy Test is generally the requirement for certification in a particular endorsement. A few endorsements do have specific required coursework. For example, a license in Elementary requires the holder to have taken courses or seminars that addresses the teaching of reading.

For those teachers working on a master's degree in order to qualify for the Professional License, the master's degree must be appropriate to the subject matter the educator plans to teach.

Renewal Requirements

The Initial license is valid 5 years can be renewed one time. The Professional license is valid 5 years and is renewable. Completion of an approved Professional Development Plan within the 5 years is required for renewal of either license. Completion of the Plan is centered around the concept of earning 120 Professional Development Points (PDPs). The kinds of activities that are eligible for professional development points for recertification include:

- * Undergraduate and Graduate Courses, Seminars or Institutes
- * Audited Courses
- * Instructor of a Graduate-level or Approved Equivalent for Educators

- * Department-Sponsored Initiatives
- * Performance Assessment
- * Content Tests
- * Initiatives sponsored by Districts, Collaboratives or Registered Providers
- * Team for Accreditation or Inspection
- * Educator Designed Activities
- * Professional Conference
- * School-Based Activity
- * Presenters/Trainers
- * Curriculum Development
- * Continuing Education Units

For example, 1 semester hour in a graduate level course earns 22,5 PDPs. At least 60 of the PDPs must be in the area(s) of the content of the certificate. The remaining 60 PDPs may be in other areas of educational issues and topics that improve student learning.

Composite Degrees in Science and Social Studies

Social studies is no longer available. A middle school teaching license in the areas of history and political science/political philosophy is an option. There are similar licenses in the subject areas of math/science and English/history.

Middle School

Middle school is grades 5 - 8 in Massachusetts.

Student Teaching

State approved undergraduate programs for prospective teachers involve at least 5 weeks of student teaching. But alternative routes to licensing do not necessarily involve any student teaching. For instance, if you have a bachelor's degree in mathematics, all you need to do is to pass the Communications and Literacy Skills Test and the Math Subject-Matter Knowledge Test to become a licensed educator in Massachusetts. Your Preliminary Math Teacher license will be good for five years employment.

No Child Left Behind

Massachusetts defines *highly qualified* teachers as:

- Definition of highly qualified: In order to meet the highly qualified definition as described in NCLB, Massachusetts teachers must possess a valid Massachusetts teaching license at either the preliminary, initial, or professional level *and*

demonstrate subject matter competency in the areas they teach. NCLB subject matter competence requirements are applied differently to those who teach at different levels.

- *Elementary teachers* may demonstrate competence in reading, writing, mathematics, and other areas of the basic elementary school curriculum through one of the following:
 - Passing the Massachusetts Test for Educator Licensure (MTEL) Elementary Subject Matter Test;
or
 - Completing the Massachusetts High Objective Uniform State Standard of Evaluation (HOUSSE*) - (an approved Individual Professional Development Plan (IPDP) aligned with HOUSSE requirements.)

- *Middle and secondary school teachers* may demonstrate subject matter competence in each of the areas they are teaching through one of the following:
 - Passing the Massachusetts Test for Educator Licensure (MTEL) appropriate Subject Matter Test;
or
 - Completion of an appropriate academic major;
or
 - Completion of an appropriate graduate degree;
or
 - Completion of comparable coursework equivalent to an undergraduate academic major;
or
 - Advanced certification or credentialing;
or
 - Completing the Massachusetts High Objective Uniform State Standard of Evaluation (HOUSSE*) - (an approved Individual Professional Development Plan (IPDP) aligned with HOUSSE requirements.)

* Massachusetts High Objective Uniform State Standard of Evaluation (MA HOUSSE): NCLB allows states to define a high objective uniform state standard of evaluation to provide educators with an additional option to demonstrate subject matter competency. Veteran educators, who have not demonstrated subject matter competency through the Massachusetts Test for Educator Licensure (MTEL) or other options defined in NCLB, may demonstrate subject matter competency through an approved Individual Professional Development Plan (IPDP). Educators must align their IPDP

with school and district improvement goals, complete eligible professional development programs and activities designed to support and increase student learning, and demonstrate proficiency through an end-of-course assessment or product. At least 80% of the IPDP needs to be focused on the content or pedagogy related to the content of the core academic subject or subjects that the teacher is teaching.

As to implementation the Rural Flexibility Rule in Massachusetts, no information is available.

State Law - Use of the terminology “Major Equivalency”

Massachusetts uses Subject-Matter Testing of license applicants to qualify for licensure as opposed to a major or “major equivalency” to qualify for the license.

National Board

Massachusetts offered a stipend of \$1150 for up to 131 teaching candidates seeking National Board Certification.

New Teacher Support System

All school districts are required to provide an induction program for teachers in their first year of practice. All induction programs shall meet the following requirements:

- An orientation program for beginning teachers and all other incoming teachers.
- Assignment of all beginning teachers to a trained mentor within the first two weeks of teaching.
- Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
- Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.

Alternative Systems of Attaining a Teaching License

Massachusetts has 5 routes leading to the Initial Teacher License. They are:

- Route One is for teacher candidates who receive their preparation in approved undergraduate programs. Route One cannot be used to prepare for a license as a library teacher. Candidates seeking licensure under Route One shall meet the following requirements:
 - Bachelor's degree.
 - For the elementary teacher, at least 36 semester hours in upper and lower level arts and sciences coursework covering composition; American literature; world literature, including British literature; U.S. history from colonial times to the present; world history, including European history, from ancient times to the present; geography; economics; U.S. government including founding documents; child development; science laboratory work; and appropriate mathematics and science coursework. Some of this coursework might also count toward the required arts or sciences major or general education requirements.
 - For the middle school license: 36 semester hours in a mathematics/science or English/history program of studies. This does not exclude the possibility of obtaining a single subject license in any of these subjects for grades 5-8.
 - For the general science license: at least 36 semester hours addressing the topics for the general science license.
 - Pre-practicum, together with seminars or courses that address the Professional Standards for Teachers.
 - Successful completion of a supervised practicum in the field and at the level for the license sought.
 - Passing score on the Communication and Literacy Skills test.
 - Passing score on the subject matter knowledge test(s) appropriate to the license sought.

- Route Two is for teacher candidates who receive their preparation in approved post-baccalaureate programs, including approved alternative programs. Teacher candidates seeking licensure under Route Two must meet the following requirements:
 - Bachelor's degree.
 - Pre-practicum or practicum equivalent, together with seminars or courses that address the Professional Standards for Teachers.
 - Successful completion of a supervised practicum or practicum equivalent in a post-baccalaureate program (e.g., a master's program, summer program, or a year-round non-degree program) in the field and at the grade level for the license sought.
 - Passing score on the Communication and Literacy Skills test.
 - Passing score on the subject matter knowledge test(s) appropriate to the license sought.

- Route Three is for teacher candidates who hold a Preliminary license, serve in a school but are not hired as teachers of record, have not completed a practicum or practicum equivalent and related pedagogical coursework, and will receive their preparation in approved programs for apprentices. Such candidates shall serve an apprenticeship in a classroom under the direct supervision of a teacher who holds an appropriate license. Candidates seeking licensure under Route Three shall meet the following requirements:
 - Possession of a Preliminary license in the field of the license sought.
 - Early field-based experience together with seminars or courses that address the Professional Standards for Teachers.
 - Successful completion of an apprenticeship of at least one half year, with a supervising classroom teacher present, during the school year in the field and at the educational level for the license sought, including a practicum equivalent.

- Route Four is for teacher candidates who hold a Preliminary license, are hired as teachers of record, have not completed a practicum and related pedagogical study, are assigned to a mentor, and will receive their preparation in approved programs*. Candidates seeking licensure under Route Four shall meet the following requirements:
 - Possession of a Preliminary license in the field of the license sought.

- Early field-based experience together with seminars or courses that address the Professional Standards for Teachers.
 - Successful completion of a practicum equivalent.
- * If the school district does not have an approved program, candidates seeking an Initial license in a core academic subject at any level may demonstrate that they meet 603 CMR 7.05 (4) through a Panel Review providing they meet the following requirements:
- Possession of a Preliminary license in a core academic subject.
 - At least three full years of employment in the role of the Preliminary license.
 - Documentation of seminars, courses, and experience relevant to the license sought.
 - A recommendation from the principal of each school where the candidate was employed under the Preliminary license.
- Route Five is for candidates who have completed an approved educator preparation program outside Massachusetts. Candidates seeking licensure under Route Five shall meet the following requirements:
- Evidence of one of the following:
 - Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Contract.
 - Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by the National Council for Accreditation of Teacher Education (NCATE).
 - Possession of a Regional Credential.
 - Possession of a license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Contract and three years of employment under such license/certificate during the previous seven years.
 - Passing score on the Communication and Literacy Skills test.

- Passing score on the subject matter knowledge test(s) appropriate to the license sought, where available.

State Teacher Standards

Massachusetts teacher education standards are found at the website:

www.doe.mass.edu/lawsregs/603cmr7/7.08.html

Refer to the state Teacher Standards Matrix on page for an overview of the findings.

References

Department of Education
Office of Educator Licensing
350 Main St.
P.O. Box 9140
Malden, MA 02148-5023
617-388-3300 ext. 665
Website: www.doe.mass.edu/educators/

Michigan

Licensing

➤ *Types/Stages of Licensure*

○ **Provisional Certificate (Initial)**

Initial teaching certificate issued for up to six years and is renewable. This license is issued in Michigan upon successful completion of an approved Michigan teacher preparation program. Additional requirements include a bachelor's degree including 30-36 semester hour major and 20-24 semester hour minor or three 20 semester hour minors and 20 semester hours of professional education course work.

*Elementary certificate requires six hours of teaching reading credits and Secondary requires three hours of teaching reading credits.

○ **Professional Education Certificate (Advanced)**

Michigan's advanced teaching certificate issued for five years and is renewable. Requires completion of 18 semester hours in a planned course of study after the issuance of the Provisional certificate, completion of Michigan's reading requirement (6 semester hours of teaching reading for elementary teachers or 3 semester hours for secondary teachers) and 3 years of successful teaching experience.

➤ *Out of State License*

○ **T2EA- Temporary Teacher Employment Authorization**

Temporary certificate issued for one year, and is nonrenewable. This license is given to state applicants who hold a valid out of state certificate who have completed a teacher preparation program but have not completed Michigan's teacher testing requirements.

○ **Professional Education certificate- Out of state**

Professional certificate is issued for five years and is renewable. This certificate can be issued if these requirements are met at the time of the application:

-Hold a valid out-of-state certificate

-Completion of an 18-hour planned program at a regionally accredited teacher preparation institution since the issuance of the original certificate or hold a master's or higher degree completed at any time.

-Completion of 3 years successful teaching experience within the validity of out of state certificate.

-Completion of the appropriate reading methods course work: 3 semester hours for the secondary certificate; 6 for the elementary certificate.

*A special T2EA certificate may be issued if all requirements are met except the reading methods requirement.

➤ ***Renewal Requirements***

○ **Provisional Certificate**

The provisional license is valid for up to six years during which the holder is expected to gain experience as a successful practicing professional, and to acquire additional professional development through advanced study (completion of at least 18 semester hours in a planned course of study) as a prerequisite for the next level of certification. Can be renewed for up to three years with the completion of 10 semester credit hours in a planned program at an approved teacher preparation institution. A second three year renewal requires completion of 18 semester hours in a planned program at an approved teacher preparation institution.

○ **Professional Education Certificate**

The professional license is issued for up to five years, renewable with six semester hours of credit or with the equivalent of 18 continuing education units approved by the State Board of Education or a combination of both.

➤ ***Alternative Systems of Attaining a Teaching License***

Teacher permits are issued in Michigan when a position cannot be filled with a person holding a valid Michigan teacher certificate.

○ **Full-Year Permit**

A one year permit is issued and only valid for teaching in the grade(s) and/or subjects specified. An applicant must have completed at least 120 semester hours of satisfactory college credit at an approved teacher preparation institution. Of these 120 credits, 15 are required to be in professional education.

○ **Emergency Permit**

A one year permit is issued to a person who does not hold a valid Michigan teaching certificate, or meet the requirements for a full-year permit so they may teach in a regular teaching assignment. This person must have a baccalaureate or higher degree at an accredited school OR current enrollment AND completion of at least 90 semester hours in an approved teacher preparation program.

- **Vocational Certificate**

A noncertified, nonendorsed teacher for grades 9-12 may teach in these subject areas: Computer Science, Foreign Language, Mathematics, Biology, Chemistry, Engineering, Physics and Robotics if they meet the requirements. These requirements include a bachelor's degree, a major or graduate degree in the area which he/she will teacher, and no less than two years occupational experience in the specialty area. Foreign languages are exempt from this requirement.

Testing

- ***Testing Requirement***

The Michigan Test for Teacher Certification (MTTC) basic skills test and the elementary and/or subject area examination(s) must be passed for certification in Michigan.

- ***Testing History***

The Michigan Test for Teacher Certification (MTTC) basic skills test was implemented in 1991 and subject area examinations were implemented in 1992.

- ***Types of Testing***

- **Content Area- (Scores *)**

***Test Scores**-Michigan uses the Michigan Test for Teacher Certification (MTTC) therefore the scores for comparison were not provided.

- **Secondary-Level Certification testing**

Candidates for secondary-level teaching certificates must pass the corresponding subject-area test for each academic content area in which they are to be certified. The major or minor examination is the same test with the same minimum passing scores.

- **Elementary Certification testing**

Candidates for an elementary-level teaching certificate must pass the Elementary Education test.

- **Middle School Certification testing**

Candidates for an elementary-level teaching certificate who wish to teach in classrooms in grades 6-8 in specific subject areas must also pass the appropriate subject-area tests in order to qualify for the endorsements.

- **Basic skills-**
 - **Michigan Test for Teacher Certification (MTTC)- reading, mathematics and writing**

➤ ***Tests in every area or core area***

The Michigan Test for Teacher Certification (MTTC) includes tests for every area.

Majors & Minors

➤ ***Major-***

○ **Semester Hours**

Thirty to thirty-six semester hours are required for a major by the Michigan State Board of Education.

➤ ***Minor-***

○ **Semester Hours**

Twenty to twenty-four semester hours are required for a minor by the Michigan State Board of Education.

➤ **Current Use of Minor**

A passing score on the MTTC subject area examination is currently needed to teach in a minor area of study.

➤ **2006 Use of Minor**

A passing score on the MTTC subject area examination will allow teachers to teach in a minor area of study.

Composite Degrees

➤ ***Semester Hours***

A group major requires 36 semester credits in a planned program.

➤ ***Currently in use***

A group major is available at Michigan Higher Education Institutions. Social Studies Group Major* is available. (*With "NCLB" federal legislation, the state and local school districts are contemplating whether this major/minor meets the definition of "Highly Qualified."*)

*Group Majors:

A group major consists of at least 36-39.5 credit hours in three-four related fields with a core area of significant credits and the additional hours in two or more other areas. The principal content areas are: Language Arts Group (literature, writing, speaking and listening); Science Group (life science, physical science and earth/space science); and Social Studies Group (economics, geography, history and political science). The Fine Arts Group includes art, dance, music and theatre.

Middle School

➤ *Middle School Definition*

A middle school is defined as grades 6-8.

➤ *Current Teaching Qualifications*

- Have a bachelor's degree AND
- Full state certification including passage of the Michigan Test for Teacher Certification (MTTC) basic skills test and the comprehensive elementary examination, AND
- Pass the appropriate MTTC subject area examination.

➤ *2006 Teaching Qualification- see also NCLB Highly Qualified*

○ **A new Middle School Teacher must:**

- Have a bachelor's degree AND
- Full state certification including passage of the Michigan Test for Teacher Certification (MTTC) basic skills test and the comprehensive elementary examination, AND
- Pass the appropriate MTTC subject area examination.

○ **An experienced Middle School Teacher must:**

- Pass the MTTC subject area examination (other than those in which the teacher holds a subject area major) for which the teacher is endorsed and is, or will be, teaching in grades 7-12.
OR
- Have a graduate degree or coursework that is equivalent to an undergraduate major in the teaching field, OR

- Achieve National Board Certification or credentialing in any subject at appropriate developmental levels that he/she teaches OR
- Fulfill the requirements of the High Objective Uniform State Standards of Evaluation. *Detailed Information found in Michigan Appendix A

Student Teaching Requirements

➤ ***Number of Weeks***

The state requires a minimum six weeks of student teaching experience.

➤ ***Minimum GPA***

A cumulative grade point average of 2.75 is required to enter the teacher education program.

NCLB

➤ ***In order to be considered “highly qualified” under NCLB, a teacher must:***

- Hold at least a bachelor’s degree and full state certification AND
- Have a major in the content/subject assigned to teach or
- If teaching in a minor has passed a rigorous state test in the content/subject, OR
- Hold a master’s or higher degree in the content/subject, OR
- Have completed the equivalent of a major in the content/subject (30 semester credit hours), OR
- Hold National Board Certification in appropriate content and at the appropriate developmental level, OR
- Meet a high objective uniform state-standard of evaluation (HOUSE).

➤ ***Requirements for Veteran Teachers***

- **An experienced secondary teacher must:**

- Pass the MTTC subject area examination (other than those in which the teacher holds a subject area major) for which the teacher is endorsed and is, or will be, teaching in grades 7-12. OR
 - Have a graduate degree or coursework that is equivalent to an undergraduate major in the teaching field, OR
 - Achieve National Board Certification or credentialing in any subject at appropriate developmental levels that he/she teaches, OR
 - Fulfill the requirements of the High Objective Uniform State Standards of Evaluation. *Detailed Information found in Additional Resources
- **An experienced elementary teacher must:**
 - Pass the MTTC general elementary examination and any subject area examinations for which the teacher is endorsed and will be teaching in grades 6-8, OR
 - Have a graduate degree or coursework that is equivalent to an undergraduate major in any subject area directly related to elementary teaching, OR
 - Achieve National Board Certification or credentialing in any subject at appropriate developmental levels, OR
 - Fulfill the requirements of the High Objective Uniform State Standards of Evaluation. *Detailed Information found in Additional Resources

➤ *Requirements for New Teachers as of July 2006*

- **A new secondary teacher must:**
 - Have a bachelor's degree AND
 - Full state certification including passage of the Michigan Test for Teacher Certification (MTTC) basic skills test and subject area major and minor examinations.
- **A new elementary teacher must:**
 - Have a bachelor's degree AND

- Full state certification including passage of the Michigan Test for Teacher Certification (MTTC) basic skills test and the comprehensive elementary examination.

➤ ***Rural Flexibility Rule***

This new flexibility is designed to recognize this challenge and provide additional time for these teachers to prove that they are highly qualified.

- Under this new policy teachers in eligible, rural districts who are highly qualified in at least one of the subjects that they are assigned to teach will have three years from now (until June 30, 2007) to become highly qualified in the additional subjects they teach. They must also be provided professional development, intense supervision or structured mentoring to become highly qualified in those additional subjects. Eligible rural districts are those that have 600 or less average daily student enrollment or 10 or less persons per square mile **and** have either a U.S. census designation of category 7 or 8.
- Eligible rural teachers may also use the High Objective Uniform State-Standard of Evaluation (HOUSSE) options such as the content portfolio to demonstrate that they are highly qualified in other subjects that they are assigned to teach. This flexibility also applies to teachers who are new to the profession who are employed by eligible rural schools/districts.

➤ ***Alternate methods of becoming highly qualified***

○ **Master's Degrees**

The Master of Arts in Teaching (MAT), the Master of Arts in Curriculum and Instruction, Elementary Education, Secondary Education, Master's in Educational Technology, or a master's degree in the specific content area are appropriate for demonstrating that the teacher is highly qualified to teach the subjects to which he/she is assigned.

○ **Science Teacher**

HIGHLY QUALIFIED TEACHERS IN MICHIGAN: All elementary (grades K-5), middle and secondary teachers who have taken and passed the Michigan Test for Teacher Certification (MTTC) basic skills and subject area examinations are considered highly qualified.

***NOTE:** For purposes of NCLB science includes biology, chemistry, physical science, physics, earth/space science. The MDE has determined that middle school and high school experienced/veteran and new teachers who hold the Science (DX) or the new Integrated Science (DI) endorsement based on having completed a major meet the NCLB highly qualified designation for each of the individual subject covered by the endorsement. Those teachers who hold either endorsement based on having completed **a minor and have passed the Michigan Test for Teacher Certification (MTTC)** general science subject area examination are also considered highly qualified under NCLB. Those teachers who hold the science endorsement based on having completed a minor, **but were not required to pass the MTTC general science test**, must use one of the NCLB or HOUSE options for demonstrating that they are highly qualified to teach the science classes to which they are assigned.

- **Middle and Secondary Teachers**

All middle and secondary teachers who did not take the MTTC, but are assigned to teach in their academic major(s) are considered to be highly qualified for that content/subject.

- **Elementary Teacher**

All elementary teachers (grades K-5), even those who have not taken the MTTC, are considered highly qualified because the elementary preparation is the equivalent of an academic major.

- ***Use of Portfolios***

A portfolio is not in use but the professional development type of HOUSSSE system is being used.

Terminology “Major Equivalency”

The MDE does not grant major equivalencies but does grant an endorsement based on credits alone. The preparation program must be approved after presenting evidence that all the standards have been met.

National Board Stipend

Partial and whole grants are available to the first 73 candidates accepted. Stipend after receiving National Board Certification varies by district.

New Teacher Support System-mentoring

Following state requirements a novice teacher is assigned one or more master teachers who act as mentors. A novice teacher is also required to receive 15 days of intensive professional development induction.

Teacher Standards

Teacher Education Program Approval Standards for specialty areas can be found at http://www.michigan.gov/mde/1,1607,7-140-5234_5683_6368-24835--,00.html.

State Contacts

Office of Professional Preparation Services
Michigan Department of Education
608 West Allegan, 2nd Floor
Lansing, MI 48933
(517)373-3310
Web Site <http://www.michigan.gov/mde/>
Email CiloskiF@michigan.gov

Minnesota

Licensing – Licenses shall be granted by the Minnesota Board of Teaching (MBT) to applicants who otherwise meet all requirements of applicable statutes and rules.

An applicant must qualify separately for each licensure area for which application is made and provide evidence of satisfactory completion of a program in the licensure area that has been approved by the MBT. A license becomes valid on the date issued by the personnel licensing section.

The first license, which shall be issued in any licensure area to an applicant who meets all requirements of subpart 1 and who completes an approved program leading to licensure in a Minnesota institution, which is approved by the MBT to prepare persons for licensure, is a first professional license.

When a licensure area is added to a professional license in effect, the expiration date is that previously established for the professional license in effect.

For purposes of licensure rules that require holding a valid classroom teaching license as a prerequisite for issuance of an additional field of licensure, the definition of a "classroom teaching license" is a non-vocational license valid to teach elementary school, secondary school subjects, or kindergarten to grade 12 subjects, or a secondary vocational license based on degree requirements in home economics education, industrial education, agriculture education, business education, or marketing education. This definition does not include limited licenses, provisional licenses, intern licenses, special education licenses, family education licenses, pre-kindergarten licenses, postsecondary vocational licenses, or secondary vocational licenses based upon criteria other than degree requirements in home economics education, industrial education, agriculture education, business education, or marketing education. This definition also does not include licenses as school psychologists, school counselors, school social workers, school nurses, recreation personnel, school administrators, school business officers, community education directors, special education directors, or secondary vocational directors or supervisors.

A teacher holding secondary school licensure valid for teaching in grades 7 through 12 may teach in grades 7 and 8 of any school organizational pattern in those subjects or fields for which valid licensure is held. A teacher holding elementary school licensure valid for teaching in grades 1 through 6 may teach in grades 7 and 8 only if the teacher is providing instruction using a self-contained classroom teaching model. Any other license issued prior to September 1, 2001, is valid only for the grade level, licensure field, and school organizational pattern for which the license was first issued.

A license issued in error to a person who does not qualify for the license shall be corrected without charge to the licensee and the corrections shall be made without a hearing under part [8710.0900](#) and Minnesota Statutes, chapter 14. A license issued in error is not valid.

By September 1 of each year, the MBT shall issue an annual report summarizing the previous fiscal year's temporary limited licenses, personnel variances, waivers, and permissions to hire non-licensed community experts, organized by licensure field and by school district or charter school.

- A. Names, Types, & Lengths – The MBT shall grant the following types of licenses which shall be valid for the period of time specified in this subpart:
- Professional License – expires five years from the June 30 nearest the date the license is issued;
 - Entrance License – expires two years from the June 30 nearest the date the license is issued;
 - Nonrenewable License – expires no more than three years from the June 30 nearest the date the license is issued;
 - Temporary Limited License – expires on June 30 of the school year for which the license is issued, except for a temporary limited license issued under part [8710.0400](#), subpart 4, which expires one year from the June 30 nearest the date the license is issued;
 - Limited Intern License – expires on June 30 of the school year for which the license is issued;
 - Five-Year Short Call Substitute Teacher License – expires five years from the June 30 nearest the date the license is issued;
 - Temporary Limited Short Call Substitute Teacher License – expires two years from the June 30 nearest the date the license is issued; and
 - Life License – does not expire.

Effective with licenses issued on or after October 16, 2000, no person may hold a license under item C or D, or any combination of licenses under items 3 and 4, for more than three years.

A license shall bear the date of issue and the date of expiration, and, if renewable, may be renewed on or after January 1 in the year of expiration upon application and meeting renewal requirements. A license shall expire if it is not renewed by July 1 in the year of expiration.

- B. In-State versus Out-State Requirements – If you do substitute teaching or have a teaching position in a Minnesota elementary or secondary public school, you must hold a valid Minnesota teaching license. Minnesota does not have licensure reciprocity with any other state. An application for a Minnesota license can be found under the Licensure Forms link.

Minnesota licenses are based on the recommendation of the institution where the teacher education program was completed. Programs completed in another state must have been completed at a regionally accredited college or university and must be essentially equivalent in content to programs offered by Minnesota teacher preparation institutions.

Minnesota has two additional state requirements:

- The Minnesota Human Relations Program (see The MN Human Relations Requirements under the Index link)
- Praxis I and Praxis II (see Licensing Test information under the Teacher Testing Requirements link)

Teachers who do not meet these requirements, but otherwise meet all other licensure requirements, may be granted a one-year, non-renewable license, during which time these additional requirements must be met. The non-renewable license is for one academic school year and expires on June 30.

C. Renewal Requirements –If the licensee has completed and verified the professional license renewal requirements, a licensee may renew a year early for the purpose of correlating the expiration dates of professional licenses held.

A professional license shall be renewed upon application according to this chapter and chapter 8700 governing continuing education.

If an applicant has not been employed in a position requiring Minnesota licensure at any time during the school year immediately preceding the date of expiration, the applicant's professional license shall be renewed if one of the following is submitted:

- Verification by a local continuing education committee that the applicant has met renewal requirements for the professional license during the five-year period immediately preceding the application;
- Evidence that the applicant earned at least 12 quarter or eight semester hours of credit, applicable to the licensure fields, during the five-year period immediately preceding the application; or
- If neither item 1 nor 2 is submitted, a one-year extension of the expired professional license may be granted based on evidence that the applicant has been offered a position contingent upon holding a valid license. This extension expires on June 30 of the school year for which the license is issued and is nonrenewable. In order to qualify for a professional license after the one-year extension, the applicant shall provide evidence that renewal requirements for the professional license have been met under item 1.

An applicant with a current or expired two-year entrance license who has not completed one year of teaching experience while holding a valid license may renew the entrance license for one additional two-year period only, after which time an applicant shall be granted a professional license. The professional license shall be renewed upon application according to the rules of the MBT governing continuing education. First time entrance licenses shall not be issued on or after October 16, 2000.

D. Alternative Systems of Attaining a Teaching License

- Emergency Certification – If a person documents an emergency that prevents the person from completing rule requirements in order to continue to be licensed in that field, or if a school district or charter school documents an emergency for which no additional temporary limited licenses or personnel variances are permitted by rule, the MBT may take action to grant an emergency extension of time. Upon receiving an application for an extension of time, the MBT shall consider whether an extension of time shall be granted based on documentation of the emergency.
- Collaborative Urban Educator Program (CUE) –To participate in the alternative preparation program the candidate must:
 - have a bachelors degree;
 - offered a job to teach in a school district approved by the MBT to offer an alternative preparation licensure program;

- have five years of experiences in a field related to the subject to be taught;
and
- document successful experiences working with children.

Testing

- A. Required for Initial Licensure – Teachers and school administrators must complete a state-approved teacher education and/or administrative preparation program through a regionally accredited institution.

The certifying officer of the college or university where you completed your state-approved program must recommend you for Minnesota licensure. The certifying officer must verify that your completed programs align with the licensure area(s) and student level(s) for which you are seeking licensure. The officer must then sign and date the application to confirm that you have completed a state-approved program that led to licensure in each of the recommended fields.

A recommendation is not required for licensure as an educational speech/language pathologist, school psychologist, school nurse, or school social worker. In addition to submitting official transcripts from all institutions in the college/university sealed envelope, the following items must also be submitted with the application: school nurse, copies of Minnesota R.N. and Public Health Nurse licenses; school social worker, Minnesota Board of Social Work license; and speech/language pathologist, if achieved, the certificate of clinical competence.

A recommending signature is not required for school counselor licensure if you completed a preparation program for school counseling accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). List the college/university where you completed the program and attach an original transcript in an envelope sealed by the college or university. A recommending signature must verify that you completed a state-approved counseling program if the program that you completed was a not a CACREP accredited program. (Check to see if your program is accredited by CACREP.)

As of September 1, 2001, you must complete the required teacher licensing tests. The Teacher Testing Requirements information link is located on the Personnel Licensing home page.

Note: Counselors, social workers, nurses, psychologists, and educational speech-language pathologist are not subject to teacher licensure testing requirements. Applicants must also have completed the Minnesota Human Relations Program, or equivalent.

Note: Counselors, social workers, nurses, psychologists, and educational speech-language pathologist are not required to complete the Human Relations Program.

All candidates applying for initial licensure must be fingerprinted for national and state criminal background checks. To complete this background check, we require that you submit one completed fingerprint card provided to you by our department with your initial licensure application. The fee for the background check is \$26.00. You must pay this fee with a money order or cashiers check (valid for six months or more) made payable to the "Bureau of Criminal

Apprehension." Include this payment with the fingerprint card. Personal checks are not accepted.

Please contact our office to request a fingerprint card. You can then take this card to a law enforcement agency to have the fingerprints completed. Do not bend or fold the card. For more information, see our fingerprinting section found under the Index of Information link.

- B. How Long Have They Been Testing – The 1985 Minnesota Legislature directed the MBT to require persons applying for initial teaching licensure on April 4, 1988, and thereafter, to successfully complete an examination of skills in reading, mathematics, and writing. In 1986, the MBT released a request for proposals (RFP) seeking bidders for the development, validation, field-testing and administration of a statewide testing program for the issuance of teaching licenses.

The goal of the request for proposals was to produce a statewide examination system to:

- Ensure that candidates for licensure demonstrate proficiency in each described skill area of reading, writing, and mathematics.
 - Identify specific areas of performance for individual diagnosis and remediation.
 - Provide test performance data to assist Minnesota institutions of higher education in modifying and strengthening their programs for preparing teachers for licensure in Minnesota.
- C. What Kinds of Tests Are Used – In 1987, the MBT adopted the PPST developed by Educational Testing Service (ETS) as the examinations of reading, mathematics, and writing required for initial teacher licensure. Minimum qualifying scores were set at 173 for reading, 169 for mathematics, and 172 for writing.

In December 2002, the MBT adjusted the mathematics qualifying score to 171. This score becomes effective September 1, 2003, for first time applicants. Data included in this report uses the 169 qualifying score for mathematics.

- Content Area – The PPST of Reading, Mathematics, and Writing, developed and administered by Educational Testing Service, are designed to assess basic proficiency in reading, mathematics, and writing. The PPST does not provide predictive measures of success in teaching.
 - The Reading test assesses literal comprehension, the ability to understand written messages and how they are organized, and the ability to make reasoned judgments about the nature and merit of written messages.
 - The Mathematics test measures competencies acquired in the course of studying mathematics at least through high school. The test covers such skills as comparing and ordering numbers, interpreting graphic material, using ratios and percents, reasoning quantitatively, using measurement concepts and other fundamental mathematical skills.
 - The Writing test assesses the ability to use grammar and language appropriately and to communicate effectively in writing with a specific

aim or purpose in mind. (No essay topic requires any specialized knowledge other than an understanding of how to write effectively.)

- Basic Skills - All applicants for a first-time Minnesota teaching license must complete the required teacher licensure tests and achieve the MBT adopted score. As of September 1, 2002, passing scores on the Praxis I and Praxis II are required of all candidates applying for a first-time Minnesota teaching license. Effective October 1, 2004, additional licensure tests for all science fields 9-12 (Biology, Chemistry, Earth, Physics) and middle level specialties for grades 5-8 (Communication Arts & Literature, Mathematics, Science, Social Studies, World Languages K-8) are required.

What are the licensure testing requirements for individuals adding a field to a Minnesota teaching license?

All applicants adding a licensure field to an existing Minnesota teaching license must complete the appropriate Praxis II: Subject Assessment and Specialty Area Test requirement for the added field. Candidates holding, or who have held a Minnesota standard teaching license before September 1, 2001, are not required to take the tests of pre-professional basic skills (PPST) or the examination of professional knowledge (PLT).

- Praxis I: Academic Skills Assessments (PPST)
- Professional Knowledge Praxis II: Principles of Learning and Teaching (PLT).
- Content/subject matter Praxis II: Subject Assessments and Specialty Area Tests.

Note: For purposes of teacher testing requirements, school administrators, school counselors, school social workers, school nurses, school psychologists, and educational speech-language pathologist are not considered teachers, and therefore are not subject to teacher licensure testing requirements.

- D. Tests in Every Area Or In Core Areas – Effective 1 October 2004, applicants for a first-time Minnesota teaching license must complete the required examination for the specified fields of licensure: PRAXIS II SUBJECT ASSESSMENTS AND SPECIALTY AREA TESTS.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 140 |
| PLT: Grades PK-3 | |
| Middle School Content Knowledge | 144 |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | |
| Biology | |
| Chemistry | |
| Composite Science | 143 |
| Earth Science | |
| Economics | |
| English | 148 |
| Geography | |
| Government/Political Science | |
| History | |
| Math | 124 |
| Music | 140 |
| Physics | |
| Social Studies | 145 |
| Spanish | 162 |

Major & Minor – A teacher holding a license that was first issued prior to September 1, 2001, and is valid for teaching in grades 7 through 12 based on MBT rules authorizing half-time teaching based on minor preparation may teach half time or less during the school day in any secondary school those subjects or fields in which the teacher holds licensure. Notwithstanding subpart 1a, any teacher holding licensure valid for half-time teaching in grades 7 through 12 first issued after September 1, 1966, shall, within seven years after first issuance, acquire the minimum established by the MBT for major preparation based on rules authorizing the issuance of the original half-time license in order to continue to be licensed to teach in that subject or field.

- A. Semester Hours for Each – The Minnesota Department of Education (MDE) recognizes a Reading Instruction Minor with 18 semester credits.
- B. Still Using a Minor – The reading instruction minor for elementary/K-8 education majors has a three-fold purpose. First, it gives the education major an overview of the total reading program for pupils as they progress through their elementary and secondary school experiences. It also gives an overview of literature for all ages. Finally, it gives the education major a background in working with children who have reading problems.
The reading instruction minor is designed to help the prospective teacher become a more proficient teacher of reading at both the elementary and middle levels.
- C. Using Minor in 2006 – Minnesota is no longer issuing minor certification. Beginning 1 September 2003 Minnesota no longer issues a teaching license based on a “minor” educational program. Individuals issued a teaching license on a minor prior to 1 September 2003 have a 7-year period to bring the minor certification to a major certification.

Composite Degrees in Science & Social Studies – Social studies does have a composite certification – “Broad Field.” A Minnesota licensure in social studies for the 5th to 8th grade, 5th to 12th grade, 7th to 12th grade, or 9th to 12th grade will permit the teacher to teach the core academic subjects of civics, government, history, geography, and/or economics.

- A. Semester Hours – The number of required semester hours is at the discretion of the institution of teacher preparation.
- B. Still Using Them – The MDE will still acknowledge the “broad field” social studies certification.

Middle School

- A. Grades Used in Middle School - Minnesota Statutes, [section 120A.05](#) defines "Middle School" as: "any school other than a secondary school giving an approved course of study in a minimum of three consecutive grades above 4th but below 10th, with building, equipment, courses of study, class schedules, enrollment, and staff meeting the standards established by the commissioner of children, families, and learning."
- B. Teaching Qualifications Now & In July 2006 - Middle school licenses do not identify "grades" the teacher is licensed to teach. Rather, they identify that the

teacher is licensed to teach the identified subject to any grades in a middle school. Note is made that a school does not become a middle school simply by naming itself a middle school. Rather, the school must actually fit the definition of a middle school given in statutes.

Teachers with licenses to teach Elementary Education are licensed to teach grades 5 or 6 in a middle school, or in any school, as their license permits, without also holding a Middle School license.

Teachers of 7-12 subjects or K-12 subjects or 5-12 subjects license may teach the subjects for which they are licensed to the grades they are licensed to teach in a middle school (as in any school) without also holding a Middle School License. A Middle School license does not license an individual to teach in a junior high, senior high, or other secondary school. Neither does it license an individual to teach in an elementary school.

If a middle school becomes a junior high school, individuals licensed to teach Math 7 in the middle school, for example, are not licensed to teach Math 7 in the junior high school. Licensure for secondary math or some other permission must be obtained.

The reason is simple: middle school licensure does not require the content background that a secondary content license requires, because the original design was to use collaborations of elementary, secondary, and middle school teachers to serve students in unique delivery systems. It was never intended to provide a means for providing students at middle grades with teachers whose background included less academic content, but rather to accommodate middle school designs and philosophies with diversely prepared teachers and interdisciplinary approaches.

Student Teaching Requirements

A. Number of Weeks Required – Candidates preparing to be recommended for first-licensure are required to complete successfully a series of early and on-going planned, supervised, and evaluated clinical experiences. In the past it was presumed that a teacher candidate complete a minimum requirement of 400 hours of student teaching. The minimum requirement for student teaching does not seem to appear in the most recent licensure rules (1999).

B. Minimum Grade Point Average

➤ General Entry Requirements

- PPST taken and on file
- 30 semester credits completed
- 2.50 GPA

➤ General Exit Requirements

- A minimum GPA of 2.50 in professional education, major/minor, and overall course work
- Signed forms by the cooperating teacher and the faculty supervisor that the student has satisfactorily completed student teaching for each licensure sought

- Scores at or above minimums on basic skills tests required by the State of Minnesota or Department of Professional Education
- An acceptable score on standardized professional field competency assessments

No Child Left Behind – What responsibilities does the MDE have related to reporting on the highly qualified teacher status of Minnesota teachers?

- MDE will provide school districts with guidelines for identifying teachers who meet the federal “highly qualified teacher” definition.
- MDE will provide current teachers with a process to demonstrate a teacher’s content expertise in order to comply with the federal mandate. This process is identified as the HOUSSE Process.
- MDE will monitor the annual yearly progress in each Minnesota school/district toward increasing the percentage of core academic subjects taught by highly qualified teachers.
- MDE is required to report to the United States Department of Education data showing the percentages of Minnesota teachers who meet the “highly qualified” requirement.

A. Definition of Highly Qualified – The Minnesota definition of a “highly qualified teacher” in a core academic area requires all three of the following:

- The teacher holds a valid full state teacher license (a five-year Professional or Continuing license) for the core academic subject he/she is teaching AND;
- The teacher has a minimum of a bachelor’s degree AND;
- The teacher has a major (for secondary teachers), or sufficient subject matter competency for the assignment (for elementary and middle level teachers), in the core academic subject area(s); OR, has taken and passed the Praxis II content test in the core academic subject area; OR, has demonstrated subject matter competence via the Minnesota HOUSSE Process.

All Minnesota teachers with the following licenses are considered “highly qualified” for the matching assignment. They are not required to complete the HOUSSE process if their licensure matches their assignment as reported in STAR.

| Core Academic Area | Minnesota Licensure (Professional or Continuing License) |
|--|--|
| Elementary Core subjects in grades K-6, (except World Languages) | Elementary License for grades K-6 or 1-6 or K-3 |
| Civics, Government, History, Geography, Economics | Social Studies for grades 5-8, 5-12, 7-12, or 9-12 |
| Economic | Business Education 7-12 or 5-12 |
| Mathematics | Mathematics for grades 5-8, 5-12, 7-12, or 9-12 |
| Language Arts, English | Communication Arts and Literature for grades 5-12, 5-8, or English 7-12 or English Language Arts 7-12 |
| Reading | Reading K-12 Remedial Reading - elementary Remedial Reading - secondary grades 7-12 Developmental Reading – secondary grades 7-12 |
| World Languages | A license for the specific language for the corresponding grade level of learner |
| General Science | General Science for grades 5-8 or 5-9 |
| Biology or Life Science | Life Science grades 7-12 or 9-12; General Science 5-9 |
| Chemistry | Chemistry or Physical Science grades 7-12 or 9-12 General Science 5-9 |
| Earth and Space Science | Earth and Space grades 7-12 or 9-12 General Science 5-9 |
| Physics | Physics or Physical Science grades 7-12 or 9-12 General Science 5-9 |
| Arts | Music (vocal and or instrumental) grades K-12 Visual Arts grades K-12; Pre K-6 or 7-12, or Pre K-12 |

B. Requirements for Veteran Teachers

- What responsibilities do school districts and schools have related to reporting on the highly qualified teacher status of Minnesota teachers?
 - Assign a HOUSSE reviewer (school administrator) to meet with teachers and certify their applications.
 - Assist teachers who do not meet the “highly qualified” requirement for an assignment(s) in meeting the requirement through the use of a Professional Development Plan (PDP) so they may meet the “highly qualified” requirement through the HOUSSE process by the end of the 2005-2006 school year.

- Report annually as to the highly qualified status of all teachers assigned to teach a core academic subject.
 - Maintain, and make available upon request, a permanent file of this documentation including the application and any supporting attachments for each teacher of a core academic subject.
 - In schools that receive Federal Title I money, it is required that parents are notified if their child is being instructed by a teacher who has not yet satisfied the federal requirements of a “highly qualified teacher.”
 - Reassure current teachers that they have until the end of the 2005-2006 school year to demonstrate compliance with the federal guidelines. Under no circumstances should a teacher lose a teaching job due to not meeting the “highly qualified” definition at this time.
- What responsibilities do teachers have related to reporting on the highly qualified teacher status? – Any current teacher who does not meet the definition of a “highly qualified” teacher will need to complete the Minnesota HOUSSE evaluation process. This includes teachers who are serving on a waiver, variance or other emergency provision. Via the HOUSSE Process, he/she may be able to satisfy the federal requirements, or may establish a Professional Development Plan (PDP) that will assure compliance to the federal definition by the end of the 2005-06 school year.
- C. Requirements for New Teachers as of July 2006 – As of September 1, 2001, you must complete the required teacher licensing tests.
The MDE is adding additional praxis content testing requirements beginning 1 October 2004. Generally, these tests will be secondary specialist examinations, specifically in science (physics, chemistry, & biology) and foreign languages (French, German, Spanish, etc.).
- D. Rural Flexibility Rule – What Are They Doing? – Minnesota is applying “limit licensing,” “out-of-field licensing,” and “out-of-grade level licensing” to areas where all possibilities to either incorporate a full-time teacher or some with a college degree in a field of study.
- Limited Licensing - Permissions for individuals who are not fully licensed.
[No acceptable fully licensed teacher is available for the assignment.]
When the individual has at least a baccalaureate degree with a major or minor in the field of a full-time or part-time assignment or, any baccalaureate degree for short-call substituting, the district must apply, on or after July 1st, for a Limited License. These are processed quickly. One may not apply for status as a Non-licensed Community Expert (below) simply to avoid paying a processing fee or avoid a background check. Limited Licenses are valid for one school year and may be renewed for up to three school years for fulltime, part-time, or long-call substituting. Limited Licenses for short-call substituting are valid for two years and may be renewed an unlimited number of times.
- Personnel Variance – To assign a licensed classroom teacher “out-of-field” or “out-of-grade level,” apply, on or after July 1, 2004, for a Personnel Variance. This application requires that you verify that the fully licensed

teacher is needed in the “out of licensure” assignment because no appropriately licensed individual is available. Personnel Variances may be granted to the district for an individual for no more than three years, beginning with any Variances issued for the 2001-2002 school year. (Previous Variances or letters of approval do not count against this total.) After Personnel Variance limits have been exhausted for an individual teacher, they will no longer be eligible for a variance. The Personnel Variance rule was passed with the intent that within three years a licensed teacher would have the time to become fully licensed in that content area. Variances are not issued for out-of-field assignment for individuals who are licensed only as School Nurses, School Social Workers, School Counselors (except for licensed School Counselors to counsel at grade levels outside their licensure), School Psychologists, or Educational Speech-Language Pathologists. *Personnel Variance applications must be submitted before the assignment begins. They are typically processed within a week of receipt.*

- E. Use of Portfolios – Meeting the “Highly Qualified” Requirement via the HOUSSE Process – The HOUSSE evaluation process is based on providing evidence in categories i-vii below.
- Student Achievement (optional – up to 100 points possible) – Assessments may include Iowa Test of basic Skills (ITBS), Stanford Achievement Test (SAT 10), etc.
 - Awards and Recognition for Leadership and Service to the field (optional – up to 20 points possible) – Possible documents include but are not limited to:
 - Awards/honors (e.g., State of National Teacher of the Year, Milken Family Foundation National Educator Awards; President Awards for Excellence in Mathematics and Science Teaching; Outstanding Educator Awards from content professional organizations);
 - Volunteer experiences in the content area;
 - Leadership activities related to the content area; and
 - Publications in the content area.
 - Teaching Experience in Content Area (optional – up to 30 points possible)
 - Experience must be in the subject area identified on this application form, must have been within the last ten years, and must be verifiable.
 - Performance evaluations may be used as evidence.
 - Praxis II Content Test (optional – up to 100 points possible) – See “Minnesota Approved Licensure Tests” for a list of available tests.
 - Advanced Credentials (optional – up to 100 points possible) – National Board of Professional Teaching Standards (NBPTS) and American Board for Certification of Teacher Excellence (ABCTE)
 - College level course work (optional – up to 100 points possible)
 - Attach transcripts evidencing course work in the subject identified on this form.

- If the title of the course doesn't clearly relate to the subject name, then a course syllabus or published description of the course that will verify its content and relationship to this subject area is required
- Professional Activities (optional – up to 40 points possible) – Activities must be specific to the core subject identified on this form. See Appendix B for a description of high quality professional development. Possible documents may include but are not limited to:
 - certificates of completion;
 - completed professional development plans;
 - evaluations by mentors/supervisors;
 - committee activities related to the subject;
 - publications/projects;
 - evidence of independent study; and
 - conference attendance or presentation.
- *. Future Action: Using HOUSSE to Obtain State Licensure – The MBT is currently considering an “expanded” HOUSSE process that could lead to a regular renewable license in the additional subject area.

State Law – use of Terminology “Major Equivalency” –Minnesota has basically always required that a teaching candidate complete an approved teacher preparation program. Minnesota has only recently started to implement a process, as of June 2004, to consider a candidate’s work, other than college or university course work, as credit for experience.

National Board – Paying a Stipend? – Minnesota Candidate Subsidy Program – The Minnesota Department of Children, Families & Learning will utilize NBPTS Candidate Subsidy funds for stipends of up to \$1,150 per National Board candidate. Qualified candidates will be funded on a first-applied, first-funded basis.

The State of MN does not provide monetary compensation for the achievement of NBPTS certification, however, several independent school districts in the state have in their contract language provisions providing financial incentives or rewards to teachers who achieve NBPTS status.

For state licensure renewal teachers who achieve NBPTS certification can use the award to meet all 125 continuing education unit requirements for the duration of the validity of their certification (10 years). Licensure renewal is every five years in our state. Additionally, a teacher who completes the process, but doesn't achieve certification, can also use the process for clock hours.

The Federal Subsidy program is coordinated by NBPTS, which allocates funds to each state who in turn, award stipends to NBPTS candidates for paying their assessment fees. The award is a one-time allocation to pay for the PROCESS, not a salary enhancement.

In Minnesota candidates for certification are first accepted by NBPTS as a candidate, and then apply for the grant funding. The transaction occurs electronically. The teacher doesn't receive the funding directly.

New Teacher Support System - Mentoring - It is a goal of the MBT to have effective teacher mentorship programs throughout Minnesota’s schools. To assist in

accomplishing this, over the past few years, the Legislature has allocated funding for public school districts, charter schools, a group of school districts, or a coalition of districts, teachers, and teacher education institutions to apply for funding to plan or implement teacher mentorship programs for teachers new to the profession or district, including teaching residents, teachers of color, teachers with special needs, or experienced teachers in need of peer coaching.

State Teacher Standards – www.revisor.leg.state.mn.us/arule/8710

Refer to the State Teacher’s Standards matrix for an overview.

State Contacts

Minnesota Association of Colleges for Teacher Education (MACTE). Web:
<http://mnteachered.org>

Minnesota Department of Education, 1500 Highway 36 West, Roseville, Minnesota 55113. Telephone: (651) 582-8691. Web:
http://education.state.mn.us/html/mde_home.htm

University of Minnesota - Twins Cities Campus – College of Education & Human Development. 110 Wulling Hall, 86 Pleasant Street SE, Minneapolis, Minnesota 55455. Telephone: (612) 625-6501. Fax: (612) 626-1580. Web:
<http://www.education.umn.edu/SPS/programs>

Avery, Dr. Patricia G. Professor – University of Minnesota, 168 Peik Hall, 159 Pillsbury Drive, SE, Minneapolis, Minnesota 55455. Telephone: (612) 625-5802. Fax: (612) 624-8277. e-mail: avery001@umn.edu

Distad, Linda, Ed.D. Associate Dean – College of St. Catherine, 2004 Randolph Avenue, St. Paul, Minnesota 55105 e-mail: lsdistad@stkate.edu

Simms, Dr. Richard L. Minnesota Department of Children, Families, & Learning – Teacher Education Supervisor, 1500 Highway 36 West, Roseville, Minnesota 55113. Telephone: (651) 582-8885. e-mail: Richard.Simms@state.mn.us

Utke, Bob. University of Minnesota, 210 Wulling Hall, 86 Pleasant Street SE, Minneapolis, Minnesota 55455. Telephone: (612) 625-1084. Fax: (612) 626-1580. e-mail: utkex001@umn.edu

Van Aernum, JoAnn. Minnesota Department of Education – Teacher Education Specialist, 1500 Highway 36 West, Roseville, Minnesota 55113. Telephone: (651) 582-8866. e-mail: Joann.Vanaernum@state.mn.us

Mississippi

Licensing

➤ Names, Types, & Lengths

- Provisional license (valid for 2 years)

Educator Licenses: Standard Class A,, Class AA, Class AAA, Class AAAA (valid for 5 years; renewable) see also

http://www.mde.k12.ms.us/ed_licensure/licensure_guidelines.htm

➤ In-State versus Out-State Requirements

- A standard license is granted to applicants who hold a valid standard out of state license in an area in which Mississippi issues an endorsement and who have a minimum of two years out-of-state teaching. Reciprocity with other states -see also

http://www.mde.k12.ms.us/ed_licensure/licensure_guidelines.htm

➤ Renewal Requirements

- Class A license must complete one of the following options: 10 continuing educations units in content area; or three semester hours in content area and five continuing educational units; or six semester hours in content area.
- Class AA or higher license must complete each five year cycle one of the following: five continuing education units in content area; or three semester hours in content area.

➤ Alternative Systems of Attaining a Teaching License Teach

- Mississippi Institute Alternate Route (beginning January 1, 2003 for grades 7-12) passing scores on the Praxis I and passing scores on Praxis II specialty area test in area of endorsement. Passing scores on Praxis II Specialty Area test in area of endorsement. TMI is an eight week, 9 semester hour summer program. Complete a one-year beginning teacher mentoring and induction program

Testing

➤ Required for Initial Licensure –yes

➤ How Long Have They Been Testing – The state began requiring the National Teachers Exam in the mid 70's and continued with the Praxis around 1997.

➤ What Kinds of Tests Are Used – Praxis I and Praxis II- see also

www.mde.k12.ms.us/ed_licensure/praxis_test.html

- **Content Area** – Praxis II- All applicants
- **Basic Skills** – Praxis I- All applicants

a. Tests in Every Area Or In Core Areas - (see chart following)

Mississippi State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 135 |
| PLT: Grades PK-3 | |
| Middle School Content Knowledge | |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | 139 |
| Biology | 150 |
| Chemistry | 151 |
| Composite Science | |
| Earth Science | |
| Economics | |
| English | 157 |
| Geography | |
| Government/Political Science | |
| History | |
| Math | 123 |
| Music | 139 |
| Physics | 139 |
| Social Studies | 143 |
| Spanish | 155 |

Major & Minor

- **Semester Hours for Each**
 - Major course requirements may not total less than 30 semester hours.
 - Requirements for a minor may total not more than 24 and not less than 18 semester hours. The academic hour requirements for a major and minor must be satisfied without any courses being counted for both.

- Still Using a Minor – Minor will not satisfy fulfillment for teacher licensure.
- Using Minor in 2006 – No

Composite Degrees in Science & Social Studies

- Semester Hours - The only composite degree that the state will accept is the Social Studies Education degree. This will require a complete major in this area.

- Still Using Them – (see above)

Middle School

- **Grades Used in Middle School** – grades 4-8
- **Teaching Qualifications Now & In July 2006** – Middle School Endorsement must meet the requirements for the K-4 early Childhood Endorsement and complete two areas of content concentration, consisting of a minimum of 18 semester hours in each area.

Student Teaching Requirements

- **Number of Weeks Required** – 12 weeks
- **Minimum Grade Point Average** – 2.5 GPA or higher

No Child Left Behind

- **Definition of Highly Qualified** – A person with a bachelor's degree, at least a Class A Educator's license and teaching in core assigned area.
- **Requirements for Veteran Teachers** – Hold at least a bachelor's degree; hold at least a valid Class A Educator license. Middle and secondary teachers also pass the Praxis II or hold a master's degree in each core academic subject taught or obtain an endorsement with a minimum of 18 hours with a grade of "C" or better.
- **Requirements for New Teachers as of July 2006** – Hold a baccalaureate degree; complete either an approved pre-service teacher preparation program or an approved alternate route to certification program. Pass designated Praxis tests. Hold an endorsement for each core academic subject taught.
- **Rural Flexibility Rule – What Are They Doing?** Flexibility to consider students who took an off-level assessment as participating but not scoring proficient (e.g., Mississippi)
- **Use of Portfolios** – Portfolios are not being used in Mississippi.

State Law – use of Terminology “Major Equivalency” - Middle Grades' highly qualified teacher definition, Mississippi is offering the option of completing the Mississippi Department of Education Middle School Professional Development Institute in the core academic subject(s) that the teacher currently teaches or would like to teach (Available in August 2003 and only to teachers in Grades 5-8 who hold a K-8 license).

National Board – Paying a Stipend? – Yes. Employed in a local district will receive a salary supplement of \$6,000 every year for the life of the certificate and teachers completing the National Board Certification process and employed in a local district will receive reimbursement of the certification fee. Completion of the National Board Certification process will fulfill the requirements for Mississippi recertification.

New Teacher Support System - Mentoring – Yes. Includes all beginning teachers. State Department develops program; districts conduct. Districts may coordinate program with universities. Mississippi Teacher Center provides training and workshops for mentors and new teachers.

State Teacher Standards

The teacher content standards for Mississippi may be found at:
<http://www.mde.k12.ms.us/public/standard.htm>

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contacts

Mississippi Department of Education
Central High School
PO Box 771
359 North West Street
Jackson, MS 39205
Phone: (601) 359-9714
Fax: (601) 359-1818
<http://www.mde.k12.ms.us/>

MISSOURI

NAMES, TYPES, AND LENGTHS OF LICENSES:

➤ *LIFE CLASSIFICATION*

- Refers to certificates issued and maintained without completing any further requirements after the initial issue. These certificates were issued until September 1, 1988.
- This classification will continue to be valid for the life of the teacher.
- If a teacher who holds a lifetime certificate adds a new subject area, the new area will be placed in the initial or career continuous professional classification. For example, a teacher holds a lifetime elementary certificate and has taught for seven years and completes the requirements for a special reading certificate in 2003.
- Upon application, a new certificate is issued showing the Lifetime elementary education (1-8) and an initial professional classification (PC) special reading (K-12), which will expire in 2007.

In 2003, legislation created a two-tier plan of professional classification:

➤ Initial Professional Certificate (IPC)

- Valid for four years
- Assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications.
- To advance to the next level during the valid dates of the classification, a teacher must meet the following requirements:
 - Participation in a district-provided and approved mentoring program for two years;
 - Successful completion of 30 contact hours of professional development, which may include college credits;
 - Participation in a Beginning Teacher Assistance program;
 - Successfully participate in a performance-based teacher evaluation;
 - Complete four years of approved teaching experience; and
 - Have a local professional development plan.

➤ Career Continuous Professional Certificate (CCPC)

- Valid continuously depending on an individual meeting the following:
 - The requirements at the IPC level (four years of experience);
 - Successful, yearly completion of 15 contact hours of professional development which may include college credits; and
 - Have a local professional development plan
 - OR
 - Two of the three following items:
 - Ten (10) years of teaching experience;
 - A master's degree; or

- National Board certification

➤ PROVISIONAL CLASSIFICATION

- Two-year non-renewable certificate issued to teachers who do not meet all of the requirements for Professional Certificates.
- If additional coursework is needed to meet the minimum requirements, the deficiencies may not exceed 12 semester hours.
- Individuals enrolled in an alternative program for educators may qualify for a provisional classification.

➤ REQUIREMENTS BY GRADE LEVEL:

○ ELEMENTARY (GRADES 1-6)

• GENERAL REQUIREMENTS:

- A baccalaureate degree from a college or university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education or from a college or university having a teacher education program approved by the state education agency in states other than Missouri;
- Must have recommendation of designated official for teacher education in the college or university;
- Must have a grade point average of 2.5 on a 4.0 scale overall and in the major area of study;
- Must complete the content knowledge or specialty area test designated by the State Board of Education with a score equal to or greater than the Missouri qualifying score;
- Completion of professional requirements, as determined by the recommending college or university, which may exceed these minimum requirements; and
- Individuals who completed their teacher education program outside of the United States shall provide documentation of completion of course work in the following:
 - English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - U.S. History, three (3) semester hours; and
 - U.S. Government, three (3) semester hours.

- PROFESSIONAL REQUIREMENTS: A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated in each topic listed to the satisfaction of the teacher preparation institution.

- Foundations for Teaching (Minimum requirement of ten (10) semester hours):
 - Foundations of Education;
 - School Organization and Management;

- Personalized Teaching Strategies;
- Self Awareness and Human Relations;
- Child Growth and Development;
- Psychology of Learning;
- Psychology and/or Education of the Exceptional Child (including the Gifted); and
- Behavior Management Techniques (Interpersonal Relationships);
- Teaching Methods (Minimum requirement of fifteen (15) semester hours):
 - Reading (three (3) courses required, minimum total of eight (8) semester hours);
 - As a minimum, the teaching method competencies shall include:
 - Children’s Literature;
 - Language Arts;
 - Math;
 - Science;
 - Social Science to include Geography and Economics;
 - Art;
 - Music;
 - Physical Education; and
 - Microcomputer Applications in Education; and
- Clinical Experiences (Minimum requirement of ten (10) semester hours):
 - A minimum of two (2) semester hours of field experiences prior to student teaching and a minimum of eight (8) semester hours of student teaching in elementary grades are required.
 - Teachers meeting certification requirements for Early Childhood or Middle School teaching certificates will be exempt from this clinical experience requirement.
 - A fully certificated secondary teacher with two (2) or more years of secondary teaching experience may satisfy this requirement through the completion of a two (2) or more semester hour practicum at the elementary level;
- Elementary School Courses:
 - Courses appropriate for Elementary grades:
 - Mathematics (two (2) courses, minimum total of five (5) semester hours)
 - Economics;
 - Geography;
 - Health; and
 - Art or Music; and

- Area of Concentration:
The student must have a total of at least twenty-one (21) semester hours in an area of concentration.
- MIDDLE SCHOOL EDUCATION (GRADES 5-9)
 - GENERAL REQUIREMENTS:
 - A baccalaureate degree from a college or university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education or from a college or university having a teacher education program approved by the state education agency in states other than Missouri;
 - Must have recommendation of designated official for teacher education in the college or university;
 - Must have a grade point average of 2.5 on a 4.0 scale overall and in the major area of study;
 - Must complete the content knowledge or specialty area test designated by the State Board of Education with a score equal to or greater than the Missouri qualifying score;
 - Completion of professional requirements, as determined by the recommending college or university, which may exceed these minimum requirements; and
 - Individuals who completed their teacher education program outside of the United States shall provide documentation of completion of course work in the following:
 - English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - U.S. History, three (3) semester hours; and
 - U.S. Government, three (3) semester hours.
 - PROFESSIONAL REQUIREMENTS: A minimum of fifty-three (53) semester hours in professional education. Competency must be demonstrated in each area listed to the satisfaction of the teacher preparation institution.
 - Foundations for Teaching (Minimum requirement of twelve (12) semester hours):
 - The Pupil/Society—A minimum of eight (8) semester hours with knowledge acquired and competency developed to the satisfaction of the teacher preparation institution in the following areas:
 - Personalized Teaching Strategies;
 - Adolescent Psychology or Psychology of the Middle Level Child (physical, mental development which includes substance abuse, sexuality and peer pressure concerns);
 - Psychology of Learning;
 - Psychology and/or Education of the Exceptional Child (including the Gifted);
 - Techniques of Classroom Management; and
 - Tests and Measurements; and

- The School/Society—A minimum of four (4) semester hours with knowledge acquired and competency developed to the satisfaction of the teacher preparation institution in the following areas, including multi-cultural aspects:
 - Middle School Philosophy, Organization, and Curriculum;
 - Legal Foundations of Education;
 - Philosophical Foundations of Education; and
 - Sociological Foundations of Education; and
- Middle School Concentration (Minimum requirement of thirty-one (31) semester hours):
 - Middle School Methods (Minimum requirement of ten (10) semester hours):
 - Methods of Teaching Reading (minimum of five (5) semester hours to include one (1) course in Techniques of Teaching Reading in the Content Fields);
 - Middle Level Curriculum and Instruction;
 - Teaching of Writing; and
 - Methods of Teaching Specialty Area; and
- Subject Area Requirements (Minimum requirement of twenty-one (21) semester hours):
 - Denotes minimum requirement of two (2) semester hours.

Subject area certification in grades 5-9 will be granted upon the basis of a minimum of twenty-one (21) semester hours with appropriate distribution as determined by the teacher preparation institution and/or the Department of Elementary and Secondary Education, in one (1) of the following areas:

 - Agricultural Education 5-9;
 - Business Education 5-9;
 - Family and Consumer Science 5-9;
 - Industrial Technology 5-9;
 - Language Arts 5-9;
 - Mathematics 5-9;
 - Science 5-9;
 - Social Science 5-9; and
 - Speech/Theatre 5-9; and
- Clinical Experience (Minimum requirement of ten (10) semester hours):
 - A minimum of two (2) semester hours of field experience prior to student teaching and a minimum of eight (8) semester hours of student teaching in grades 5-9 is required. Teachers meeting requirements for
 - Early Childhood, Elementary, or Secondary certification must complete a practicum with middle level students.
 - This practicum may be integrated within appropriate required courses.

- SECONDARY EDUCATION (GRADES 9-12) *Denotes minimum of two (2) semester hours required. **Required separate verification on transcripts; may be two (2) separate courses.
 - GENERAL REQUIREMENTS:
 - A baccalaureate degree from a college or university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education;
 - Must have recommendation of designated official for teacher education in the college or university;
 - Must have a grade point average of 2.5 on a 4.0 scale overall and in the major area of study;
 - Must complete the content knowledge or specialty area test designated by the State Board of Education with a score equal to or greater than the Missouri qualifying score. If no content knowledge or specialty area test is designated for the area of concentration, completion of the Principles of Learning and Teaching: Grades 9-12 test is required with a score equal to or greater than the Missouri qualifying score;
 - Completion of professional requirements as determined by the recommending college or university, which may exceed these minimum requirements; and
 - Individuals who completed their teacher education program outside of the United States shall provide documentation of completion of course work in the following:
 - English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - U.S. History, three (3) semester hours; and
 - U.S. Government, three (3) semester hours.
 - PROFESSIONAL REQUIREMENTS: A minimum requirement of twenty-six (26) semester hours in professional education as follows:
 - Foundations of Teaching (Minimum requirement of eight (8) semester hours):
 - The Pupil/Society—A minimum of six (6) semester hours with knowledge acquired and competency developed to the satisfaction of the teacher preparation institution in the following content areas:
 - Adolescent Growth and Development (Physical-Mental-Social);
 - Adolescent Behavior Management Techniques;
 - Psychology of Learning (must include adolescent learning);
 - Adolescent Interaction with Others; and

- Psychology and/or Education of the Exceptional Child (including the Gifted); and
- The School/Society—A minimum of two (2) semester hours with knowledge acquired and competency developed to the satisfaction of the teacher preparation institution in the following content areas, including multi-cultural aspects:
 - Legal Foundations of Education;
 - Historical Foundations of Education;
 - Philosophical Foundations of Education; and
 - Sociological Foundations of Education; and
- Secondary Methods and Techniques (Minimum requirement of eight (8) semester hours):
 - A minimum of eight (8) semester hours with knowledge acquired and competency developed to the satisfaction of the teacher preparation institution in the following content areas:
 - Basic Reading Techniques for Secondary Teachers;
 - Instructional Strategies for Secondary Teachers;
 - Curriculum, Methods, and Techniques in each subject area specialty;
 - Measurement and Evaluation; and
 - Microcomputer Applications in Education; and
- Clinical Experiences (Minimum requirement of ten (10) semester hours):
 - Certification in grades 9-12 should include clinical experience at the secondary level.
 - A minimum of two (2) semester hours prior to student teaching** and a minimum of eight (8) semester hours of student teaching in grades 9-12 is required, except that K-9 or
 - K-12 certification must also include K-6 experience in student teaching.
 - A fully certificated elementary or middle school teacher with two (2) or more years of elementary or middle school teaching may satisfy this requirement through the completion of a two (2) or more semester hour practicum at the secondary level.

IN-STATE VS. OUT-OF-STATE REQUIREMENTS:

Missouri does not have formal reciprocity for certification with other states; however, graduates from approved teacher education programs within other states may obtain a certificate in Missouri based on meeting certain requirements.

After August 28, 2003, Missouri began to recognize a teaching certificate issued by another state. The application form requests the Praxis test score if the original certifying state required it. If available, that information should be included.

Upon receipt of the application packet, processing fee, and background clearance, an appropriate Missouri certificate of license to teach will be issued.

RENEWAL REQUIREMENTS: See NAMES, TYPES, AND LENGTHS OF LICENSES above.

ALTERNATIVE SYSTEMS OF ATTAINING A TEACHING LICENSE:

ALTERNATIVE ROUTES to entering the teaching profession are available at some colleges/universities for college graduates who have not completed a teacher education program. This certification is offered through an approved college/university and includes specific qualifications for acceptance. It also requires employment with a district prior to being accepted into the college's alternative program.

TESTING:

- The Missouri State Board of Education has approved the College Basic Academic Subjects Examination (CBASE) as the official assessment required for admittance into professional education programs. The Board has also approved the Praxis II: Subject Assessments/Specialty Area Tests to be the official assessments required for the certification of professional school personnel.
- College Basic Academic Subjects Examination (CBASE)
- The College Basic Academic Subjects Examination (CBASE) is a criterion-referenced achievement test developed by the Assessment Resource Center at the University of Missouri - Columbia. Consisting of five parts, including a writing component, the CBASE assesses knowledge and skills in language arts, mathematics, science, and social studies. Concurrently, the exam measures three cross-disciplinary competencies: interpretive reasoning, strategic reasoning, and adaptive reasoning. Achievement in these areas is usually gained through a general education program during the first years of undergraduate study.
- The CBASE determines the degree of mastery that has been attained in the particular skills and reasoning competencies. Score reports yielded by the CBASE can serve a genuinely diagnostic purpose by identifying the relative strengths and weaknesses in the areas assessed. The Missouri State Board of Education adopted the CBASE for use as the official assessment for entry into professional education programs at the colleges and universities. The CBASE is not required for individuals seeking post-baccalaureate certification.
- Candidates must attain a minimum score of 235 on each sub-test of the CBASE in order to qualify for admission into professional education

programs. Individuals who do not achieve a passing score on any sub-test of the exam may retake the sub-test as many times as necessary within a two-year period.

- Required for initial licensure:
 - Praxis II examination corresponding to the area of certification being sought.
 - If no content knowledge or specialty area test has been designated for an area of certification, the applicant must take the Praxis II Principles of Learning and Teaching test corresponding to the grade range of certification being sought.

- After September 2004
No change.

- How long have they been testing:
The assessment of candidates for teacher education and certification in Missouri was authorized by the Excellence in Education Act in 1985.

- Kinds of tests used:
 - Praxis II
 - CBASE see above

- Tests in every area or in core areas:
All content areas are tested.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 164 |
| PLT: Grades K-6 | * |
| Middle School 5-9 English/LA | 163 |
| Middle School 5-9 Science | 149 |
| Middle School 5-9 Social Studies | 154 |
| Middle School 5-9 Math | 158 |
| Art | 153 |
| Biology | 150 |
| Chemistry | 152 |
| General Science | 154 |
| Earth Science | 147 |
| Economics | ** |
| English | 158 |
| Geography | ** |
| Government/Political Science | ** |
| History | ** |
| Math | 137 |
| Music | 151 |
| Physics | 141 |
| Social Studies | 152 |
| Spanish | 158 |

*(No Testing information listed)

**All Areas without subject tests are required to take the PLT test for their grade level.
 The cut score is 160.

MAJORS AND MINORS (SEMESTER HOURS FOR EACH):

- Minors currently allowed or not?

Currently, the state of Missouri offers licenses to people who complete education programs from an accredited Missouri university with a major in a content field (and the college's recommendation) and after the individual passes the appropriate Praxis test.

Once an individual is licensed, he/she may add the area of their minor by passing the appropriate Praxis test.

A major consists of 30-36 semester hours.

- Will minors be allowed in July 2006?

Due to the NCLB regulations, Missouri does not intend to change this policy.

COMPOSITE DEGREES IN SCIENCE AND SOCIAL STUDIES:

Missouri does have teachers possessing composite degree in Social Studies as well as a composite degree called unified science, along with biology, chemistry, physics.

- General Science (Composite Degree)

- GENERAL SCIENCE

- History/Philosophy of Science and Technology—two (2) semester hours
- Thirty (30) hours in Science course work which includes:
 - Chemistry (Lect-Lab)
 - Biology (Lect-Lab)
 - Physics (Lect-Lab)
 - Earth Science
 - Astronomy
 - Environmental Science

MINIMUM TOTAL SEMESTER HOURS..... 32

➤ Social Studies (Composite)

| | |
|---|----------|
| 1. U.S. History..... | 12 hours |
| 2. World History..... | 8 |
| 3. Political Science (State and U.S. Government)..... | 6 |
| 4. Economics..... | 3 |
| 5. Geography..... | 3 |
| 6. Behavioral Science (Sociology, Anthropology, or Psychology)..... | .6 |
| 7. Elective Social Studies..... | 0-2 |

MINIMUM TOTAL SEMESTER HOURS..... 40

➤ Use of Composite Degrees After July 2006

Missouri does plan to keep their composite degrees after 2006.

MIDDLE SCHOOL:

➤ Grades making up middle school:
5-9

➤ Teacher qualifications for middle school now

GENERAL REQUIREMENTS:

- A baccalaureate degree from a college or university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education or from a college or university having a teacher education program approved by the state education agency in states other than Missouri;
- Must have recommendation of designated official for teacher education in the college or university;
- Must have a grade point average of 2.5 on a 4.0 scale overall and in the major area of study;
- Must complete the content knowledge or specialty area test designated by the State Board of Education with a score equal to or greater than the Missouri qualifying score;
- Completion of professional requirements, as determined by the recommending college or university, which may exceed these minimum requirements; and

- Individuals who completed their teacher education program outside of the United States shall provide documentation of completion of course work in the following:
 - English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - U.S. History, three (3) semester hours;
 - U.S. Government, three (3) semester hours.

PROFESSIONAL REQUIREMENTS: A minimum of fifty-three (53) semester hours in professional education. Competency must be demonstrated in each area listed to the satisfaction of the teacher preparation institution.

- Foundations for Teaching (Minimum requirement of twelve (12) semester hours):
- The Pupil/Society—A minimum of eight (8) semester hours with knowledge acquired and competency developed to the satisfaction of the teacher preparation institution in the following areas:
 - Personalized Teaching Strategies;
 - Adolescent Psychology or Psychology of the Middle Level Child (physical, mental development which includes substance abuse, sexuality and peer pressure concerns);
 - Psychology of Learning;
 - Psychology and/or Education of the Exceptional Child (including the Gifted);
 - Techniques of Classroom Management; and
 - Tests and Measurements; and
 - The School/Society
 - A minimum of four (4) semester hours with knowledge acquired and competency developed to the satisfaction of the teacher preparation institution in the following areas, including multi-cultural aspects:
 - Middle School Philosophy, Organization, and Curriculum;
 - Legal Foundations of Education;
 - Philosophical Foundations of Education; and
 - Sociological Foundations of Education
- Middle School Concentration (Minimum requirement of thirty-one (31) semester hours):
 - Middle School Methods (Minimum requirement of ten (10) semester hours):
 - Methods of Teaching Reading (minimum of five (5) semester hours to include one (1) course in Techniques of Teaching Reading in the Content Fields);

- Middle Level Curriculum and Instruction;
 - Teaching of Writing; and
 - Methods of Teaching Specialty Area; and
- Subject Area Requirements (Minimum requirement of twenty-one (21) semester hours):

Subject area certification in grades 5-9 will be granted upon the basis of a minimum of twenty-one (21) semester hours with appropriate distribution as determined by the teacher preparation institution and/or the Department of Elementary and Secondary Education, in one (1) of the following areas:

- Agricultural Education 5-9;
- Business Education 5-9;
- Family and Consumer Science 5-9;
- Industrial Technology 5-9;
- Language Arts 5-9;
- Mathematics 5-9;
- Science 5-9;
- Social Science 5-9; and
- Speech/Theatre 5-9; and
- Clinical Experience (Minimum requirement of ten (10) semester hours):
- A minimum of two (2) semester hours of field experience prior to student teaching and a minimum of eight (8) semester hours of student teaching in grades 5-9 is required.

Teachers meeting requirements for Early Childhood, Elementary, or Secondary certification must complete a practicum with middle level students.

- This practicum may be integrated within appropriate required courses.
- Teacher qualifications for middle school in July 2006

No changes at this time.

STUDENT TEACHING REQUIREMENTS

- Number of weeks required
- (Minimum requirement of ten (10) semester hours):
 - A minimum of two (2) semester hours of field experience prior to student teaching and
 - A minimum of eight (8) semester hours of student teaching in grades 5-9 is required.

- Teachers meeting requirements for Early Childhood, Elementary, or Secondary certification must complete a practicum with middle level students. This practicum may be integrated within appropriate required courses.
- Minimum grade point average
A 2.5 or higher grade point average is required.

NO CHILD LEFT BEHIND

- Definition of highly qualified

HIGHLY QUALIFIED—The term “highly qualified” —

- when used with respect to any public elementary school or secondary school teacher teaching in a state means that— the teacher has obtained full state certification as a teacher.
- when used with respect to—
an elementary school teacher who is new to the profession, means that the teacher—
 - holds at least a bachelor’s degree; and
 - has demonstrated subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum
 - a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor’s degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches.
- when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher
 - holds at least a bachelor’s degree,
 - is fully state certified, and
 - demonstrates competence in all the academic subjects in which the teacher teaches.

- Requirements for veteran teachers

Missouri initial teacher requirements meet those mandated by NCLB. However, the state is currently amending regulations regarding temporary authorization certificate that is not NCLB compliant. The proposed changes appears to allow someone to teach in the middle and secondary grades for one year with a degree in the subject area to be taught or “a closely related field or demonstration of exceptional experience in the subject to be taught.” This does not match NCLB’s subject competency requirements.

- Requirements for new teachers
If the new teacher meets the current certification requirements, that teacher is considered highly qualified.

- Rural Flexibility Rule (What's being done?)

The rural flexibility isn't a big issue in Missouri. Missouri K-12 schools have long had an accreditation component where they ensure that teachers are "qualified" for the courses they are teaching. Currently, including vocational education, 95% of Missouri teachers are qualified for their course/level assignment.

- Portfolios

In Missouri, the portfolio method is not used for licensure purposes. The colleges require portfolios as part of their graduation requirements, but not certification.

- Use of term "major equivalency"

Missouri uses 30 hours post graduate toward a major as the equivalent of a major.

NATIONAL BOARD-PAYING A STIPEND:

- Incentives for becoming National Board Certified in Missouri include the following:

- *Statewide recognition from governmental officials.

- *Opportunity to become facilitators of the NBC.

- *Activities for NBC can be used for career ladder requirements. The Missouri State Board of Education has approved a policy, which allows local school boards, if they choose, to automatically move National Board Certified teachers to Stage III on the Career Ladder. This will enable National Board Certified teachers to be awarded an annual \$5,000 stipend for the 10-year life of the certificate. Local boards may also, at their prerogative, reduce or eliminate the extra responsibilities otherwise required of Career Ladder participants. This waiver does not alter the state-local funding partnership required by law.

- *Activities for NBC can be used for new guidelines for Performance Based Teacher Evaluation.

Additional incentives are being offered by individual school districts. They are listed below.

BLUE SPRINGS: The school district provides NBCTs with a 5% increase of their salary (not the base) for the life of the certificate.

COLUMBIA: National Board Certification has been accepted for Columbia's Career Ladder Program. Teachers achieving NBC and who meet the Career Ladder requirements move directly to Step 3 adding \$5,000 to their salary. NBC candidates are also allowed to use 5-6 substitute days for portfolio preparation.

FERGUSON-FLORISSANT: Upon certification, teachers receive a one-time \$1,000.

FRANCIS HOWELL: Upon certification, teachers receive an annual \$5,000 for the life of the certificate.

GRAIN VALLEY: The school district offers NBCTs an annual \$3,000 stipend for the life of the certificate.

HAZELWOOD: Beginning with the 2002-03 school year, a \$3,000 stipend will be added to the annual scheduled salary each year for all teachers holding National Board Certification.

INDEPENDENCE: Educators holding National Board Certification will be recognized by the district at the highest step on the pay scale.

JEFFERSON CITY: The Jefferson City Public Schools offers to NBCTs a 5% base salary increase for the life of the certificate.

KANSAS CITY: National Board Certified Teachers are provided annual \$2,000 stipend for the life of the certificate.

MEHLVILLE: National Board Certified Teachers are paid an annual stipend of \$500 for the life of the certificate.

PARK HILL: The district awards National Board Certified Teachers with an annual \$3,000 stipend for the life of the certificate. The district also provides assistance to candidates.

PARKWAY: The district provides NBCTs with a one-time \$2,500 stipend and offers support for candidates.

PATTONVILLE: National Board Certified Teachers receive an annual \$1,000 for three years in addition to the support candidates are given throughout their portfolio preparation.

PLEASANT HILL: National Board Certified Teachers receive an annual \$1,200 stipend for the life of the certificate.

RAYMORE-PECULIAR: The district awards each National Board Certified Teacher with a one-time \$1,500 stipend.

RICHMOND: National Board Certified Teachers are paid an annual \$1,750 for the life of the certificate.

ROCKWOOD: Any teacher achieving National Board Certification will be allowed to move one channel on the salary schedule and remain in effect for the life of the certificate. The district also offers up to three joint scholarships for those completing the NBC process and includes a stipend for an NBCT to support other candidates.

SMITHVILLE R-II: National Board Certified Teachers are provided with \$1,500 for the first year, \$2,000 for the second year and \$3,000 for the years remaining on the certification.

SPECIAL SCHOOL DISTRICT: National Board Certified Teachers are paid an annual stipend equal to the Ph.D/Ed.D. stipend. If the state enacts legislation to award National Board Certified Teachers, the district will only pay for the difference between the state stipend and the district stipend.

ST LOUIS: Beginning with the 2001-2002 school year, the District, in agreement with the St. Louis Federation, will provide an annual \$5,000 stipend to teachers achieving National Board Certification.

➤ Other involvement

A proposed amendment to Missouri's teacher licensing standards states that candidates for Missouri licensure who have obtained National Board Certification and who hold a comparable and valid certificate issued by a state approved degree-granting teacher preparation institution, shall be granted a ten year Continuous Professional Certificate (CPC).

NEW TEACHER SUPPORT SYSTEM (MENTORING):

State law requires the assignment of a mentor for new teachers. Many school districts will assign a mentor to every new teacher in advance of the first day of work. If not, it is the principal's responsibility to find and assign a mentor.

State Teacher Standards

The teacher standards for Missouri can be found at:
<http://www.dese.state.mo.us/divteachqual/teached/standards.htm>

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contacts

Department of Elementary and Secondary Education
Jefferson State Office Building
205 Jefferson Street
P.O. Box 480
Jefferson City, MO 65102-0480
Voice: 573/751-4212
Member Web Site - <http://www.dese.state.mo.us>
Email - Rusty.Rosenkoetter@dese.mo.gov

Montana

NAMES, TYPES, AND LENGTHS OF LICENSES:

- Class 2 Standard Certificate
Valid for five years.
Available in:
 - Elementary (K-8) and Secondary (5-12)
 - K-12 endorsements in Art, Library, Music, Physical Education and Health, Reading, Guidance and Counseling, Special Education, ESL, Second Languages, traffic education, and computer science.Requirements:
 - Bachelor's degree; an NCATE accredited or state board approved teacher education program at the level of endorsement, including student teaching:
 - Elementary—completion of accredited elementary teacher education program,
 - Secondary—30 semester hours in a major and 20 semester hours in minor, or 40 semester hours in a single field of specialization, 16 semester credits in professional educator preparation program.
 - Sixty (60) renewal units, 40 of which must be earned by college credit.

- Class 1 Professional Certificate
Valid for five years.
Available at same levels and endorsements as Class 2.
Requirements:
 - Master's degree in an appropriate educational field; 30 graduate semester credits beyond bachelor's degree in professional education or endorsable teaching area(s)
 - Three years of teaching experience or the equivalent.
 - Meet all of the requirements for the Class 2 (Standard) certificate.
 - Sixty (60) renewal units within the five-year valid period of the certificate are required for renewal no additional experience required.

- Class 4 (Vocational)
Class 4C
Valid for five years
Renewable by completing 60 renewal units 40 of which must be earned through college credit and/or technical studies in specific areas.
Minimum requirements:
 - High school graduate or GED certificate
 - 10,000 hours documented work experience
 - Apprenticeship training.

- Class 4B
Valid for five years.
For those whose bachelor's degree does not have the appropriate career and vocational technical endorsement.
Minimum requirements:
 - 10,000 hours work experience or apprenticeship training.
 - Verification of professional license.
 - 4,000 hours work experience or professional training.
 - Sixty renewal units (40 of which must be earned by college credit)

and/or in technical study during the five-year validity period of the certificate is required for renewal.

- Class 4A
Valid for five years.
Minimum requirements for secondary level license:
 - 10,000 hours work experience or apprenticeship training
 - Computer information systems or health occupations; alternatives may be substituted.
 - Sixty renewal units 40 of which must be earned through college credit and/or technical studies.

- Class 5 (Alternative)
All are valid for three years with the exception of the specialist which is valid for one year.
Not renewable.
Upon completion of the necessary credits, or the equivalent, the holder may apply for the Class 1, 2, 3 or 6 certificate.

- Elementary Requirements:
 - Bachelor's degree from an accredited college with a minimum of 60 semester hours of academic preparation.
 - Professional preparation to include human growth and development.
 - The teaching of elementary reading or language arts.
 - Social studies and arithmetic.

- Secondary Requirements:
 - Bachelor's degree from an accredited college.
 - Minimum of 30 semester hours in an area accredited by Board of Public Education.
 - Six semester hours professional preparation education.

IN-STATE VS. OUT-OF-STATE REQUIREMENTS

A teacher applying from out of state must hold a current professional (not provisional or alternative) license in an area endorseable in Montana in order to be considered for full Montana license.

Some states do possess reciprocity with Montana with regard to provisional certification.

Licensure is based on verification of completion of college-approved programs earned at an NCATE or state board of education approved college.

RENEWAL REQUIREMENTS:

According to Montana law and administrative rule, Montana teachers are required to participate in pre-approved professional development activities each year. Pursuant to Administrative Rules of Montana 10.65.102, Policy Governing Pupil-Instruction Related Days and School Laws of Montana, seven pupil instruction-related days are approved for base funding program calculations to support school district pupil-instruction related days. A pupil instruction day is a day of teacher activities devoted to improving the quality of instruction. In addition,

Administrative Rules of Montana, Professional Development, defines professional development and outlines the requirements for district professional development policy.

In addition to participating in the required PIR days' professional development activities, licensed teachers, in five-year increments, must earn 60 renewal units that are planned and structured;

- of benefit to the license holder's professional development;
- an exposure to scientifically based research strategies and methods;
- or relevant higher education courses.

Approved providers of professional development activities offering acceptable renewal unit activities for license renewal are:

- state agencies
- regional or national accredited college and university programs
- accredited school districts
- professional organizations and government agencies
- independent contractors.

1 semester credit = 15 renewal units (*must be earned during the valid term of License*)

1 quarter credit = 10 renewal units

Licenses and individual renewal requirements are listed below.

- CLASS 2 STANDARD:
 - 60 renewal units: 3 semester credits and 15 renewal units or 4 semester credits.
- CLASS 1 PROFESSIONAL:
 - 60 renewal units or combination of renewal units and credits.
- CLASS 3 ADMINISTRATIVE:
 - 60 renewal units or combination of renewal units and credits.
- CLASS 4 VOCATIONAL:
 - 4C—60 renewal units. For course content requirement see 10.57.423.
 - 4A and 4B—60 renewal units: Bachelor's degree which must be college credit or technical study (40 = approx. 3 sem. credits).
 - 4A—Master's degree: 60 renewal units.
- CLASS 5 ALTERNATIVE:
 - One-time only nonrenewable,
 - converts to other license or expires.
 - Renewal units earned during the three-year term of license will not apply to requirements for conversion to a renewable license.

ALTERNATIVE SYSTEMS OF ATTAINING A TEACHING LICENSE

The Northern Plains Transition to Teaching (NPTT) program is a condensed, (entirely) distance delivered licensure program that gets qualified individuals into the classroom (as the teacher of record, with full pay and benefits) after taking three “qualifying” courses and provides full teacher licensure within a year and a half. This program currently serves Montana, South Dakota, and Wyoming.

Additionally, a Class V Alternative License can be gained from the Office of Public Instruction (OPI) if the applicant holds a bachelors degree with a major (or the equivalent number of credits) in a certifiable subject area, and has taken a minimum of six (6) credits of education coursework. The Alternative License has a three (3) year, non-renewable lifespan which is designed to provide time for the holder to complete the requirements for a standard license (which will vary depending on the higher education institution the individual decides to work through). The Class V allows individuals to be hired without restrictions so they can earn an income while working toward full licensure.

TESTING

As of May 2002, Montana teacher candidates are not required to take an exit test for licensure. Montana is engaged in a two-year pilot study to examine the viability of testing teacher candidates to meet the requirements of HEA Title II and President Bush's No Child Left Behind Act.

➤ Required for initial licensure:

Pre-licensure testing is no longer required by Montana. However, colleges may still require pre-service teachers to pass a basic skills test as part of their professional preparation courses.

➤ How long have they been testing: N/A

➤ Kinds of tests used: N/A

➤ Tests in every area or in core areas: N/A

MAJORS AND MINORS (SEMESTER HOURS FOR EACH):

The Montana University System establishes guidelines for credit hours. Within that framework, the IHE teacher education units generate the specific credit hour requirement for all programs. The Montana Office of Public Instruction requires a minimum of 30 hours for a major and 20 hours for a minor. Most of the institutions require more than this.

- Minors currently allowed or not?

Teachers in Montana are still allowed to teach in their minor area.

- Will minors be allowed in July 2006?

The Montana Office of Public Instruction has not discussed requiring majors after July 2006.

COMPOSITE DEGREES IN SCIENCE AND SOCIAL STUDIES

- Science

- Semester hours

For a Broadfield Science endorsement, the college must verify an extended major of 40 semester credits to include at least ten credits in each of separate areas within the general sciences.

- Still using them?

Montana is currently allowing for broad field science certifications and will continue the endorsement program after July 2006.

- Social Studies

- Semester hours

For a Broadfield Social Studies endorsement, the college must verify an extended major of 40 semester credits to include at least ten credits in each of separate areas within the general social studies.

- Still using them?

Montana has made provisions to allow for broad field social studies certifications and will continue the endorsement program after July 2006.

MIDDLE SCHOOL

- Grades making up middle school:

4-8

- Teacher qualifications for middle school now

Certification for K-8 is required to teach in the middle school in Montana.

- Teacher qualifications for middle school in July 2006

No change.

STUDENT TEACHING REQUIREMENTS

- Number of weeks required
Montana requires a minimum of 15 weeks for student teaching.
- Minimum grade point average
No minimum grade point average is required for initial licensure. The IHE teacher education units establish the GPA and other requirements for general and professional education coursework.

NO CHILD LEFT BEHIND

- Definition of highly qualified
A highly qualified teacher is one who holds at least a 4-year degree, is certified and endorsed in the subject taught and is current in content and teaching practices.
 - Requirements For Veteran Teachers

Educators who are currently licensed and endorsed in their teaching area by the state will satisfy the requirements of being "highly qualified."
 - Requirements For New Teachers

Due to Montana certification requirements new teachers will meet the definition of a highly qualified teacher if they are licensed and endorsed in the areas in which they teach.
- Rural Flexibility Rule (What's being done?)

Teachers in rural districts have three years to become highly qualified in additional subjects as long as they are highly qualified in at least one subject. New teachers have until their third year of teaching to meet the same standards.
- Portfolios
Montana is not currently using a portfolio assessment system.
- Use of term "major equivalency"
The Montana Office of Public Instruction is not addressing this issue at this time.

NATIONAL BOARD-PAYING A STIPEND

House Bill 42 (2000) provides one-time \$3,000 stipends for National Board Certified Teachers who continue teaching in the state.

The Montana Board of Public Education provides teachers who successfully complete the National Board Certification process with 60 renewal units toward recertification. These units can be applied to current and subsequent state certification periods.

The state of Montana has signed the NASDTEC Interstate Contract and will award their highest level certificate to any person who has obtained National Board Certification in an area corresponding to that for which certification is sought, provided the applicant also holds a comparable and valid certificate issued by any member state and has complied with any requirements of the receiving state regarding degrees held, citizenship, and moral, ethical, physical, and mental fitness.

NEW TEACHER SUPPORT SYSTEM (MENTORING)

In 1991 the Montana Board of Education approved funding for a pilot beginning teacher mentoring program. The original mentoring program proposal was developed by the state's Certification Standards and Practices Advisory Council. The New Teacher Mentor Program was only to provide assistance to new teachers and no assessment of the new teacher was required.

The New Teacher Mentor Program was implemented in 1992 with pilots in 15 locations across Montana.

Due to inadequate training of teachers the program was discontinued. Currently Montana does not have a statewide mentor program.

State Teacher Standards

The teacher standards for Montana can be found at:

<http://www.opi.state.mt.us/PDF/Accred/PEPPSStandards.pdf>

Refer to the state Teacher Standards Matrix on page for an overview of the findings.

State Contacts

Montana Office of Public Instruction

P.O. Box 202501

1300 Eleventh Avenue

Helena, MT 59620-2501

Voice: 406/444-3150

Member Web Site - <http://www.opi.state.mt.us/>

Email Address - mbowles@state.mt.us

Nebraska

License

➤ Names, Types, & Lengths

- Initial certificate
 - valid five years
 - renewable with six semester hours
 - Have a baccalaureate degree.
- Standard Certificate
 - valid for seven years
 - renewable with six semester hours
 - Have a Nebraska initial teaching certificate or hold a comparable and equivalent
- Professional Certificate
 - valid for ten years;
 - renewable with six semester hours or two consecutive years teaching experience for the same employer within five year of the date of application.)
 - Have a master's Degree, other than a Master of Arts in Teaching or a masters degree that was required initially for the area of endorsement.
- In-State versus Out-State Requirements
 - Fingerprinting requirement.
 - Basic Skills Competence, Human Relations Training, Special Education Competencies, recency.
 - Requirements for teacher from out-of-state:
 - completed the Nebraska Human Relations and Special Education course requirements,
 - one of the two Nebraska approved basic skills tests-- the Pre Professional Skills Test (PPST) or the Content Mastery Exam for Educators (CMEE)

OUT OF RECENCY FEWER THAN FIVE YEARS:

- If you have not taught for two consecutive years for the same employer in the past five AND have not taken at least six semester hours of approved credit (all of it within five years of the date of your Nebraska application, you lack recency. You must take six hours @ three years to be able to

receive a regular certificate. You may receive a one-year Provisional teaching certificate provided your Nebraska school employer requests its issuance to enable you to teach for one year while you complete the six hour requirement or you may receive a substitute teaching certificate without ever having to meet the six hour requirement.

- **Renewal Requirements** – renew with six semester hours for each certificate.
- **Alternative Systems of Attaining a Teaching License-**

The only temporary permit, license that permits an individual to be employed as an educator is the Provisional Commitment Certificate. Person has a baccalaureate degree in a content area for which is the endorsement program; have completed at least half of the professional education sequence courses; have been offered employment by a school; and has a filed plan to complete the remaining requirement in at least three years.

To be implemented in Spring 2003 – Alternate Route to Regular Teacher Certification – Person who holds a degree in specified area begins teaching with no hours of teacher education having been completed. Five year – one year each; renewable.

Testing

- **Required for Initial Licensure** – Praxis I: academic PPST in reading, writing, and math or the Content Mastery Examination for Educator (CMEE).
- **How Long Have They Been Testing** – July, 1989
- **What Kinds of Tests Are Used** - Praxis I (PPST) or Praxis I (CBT)
 - **Content Area** – No
 - **Basic Skills** --PPST Reading170; PPST Writing172; PPST Mathematics 171
- **Tests in Every Area Or In Core Areas** – No

Majors & Minors

- **Semester Hours for Each Major** – 30 semester hours
Field endorsement – 48 or more hours (language arts, social science, physical science, natural science (serve the rural schools of Nebraska). All teaching certificates issued must include at least one endorsement (rural setting).
- **Still Using a Minor** - No
- **Using Minor in 2006** – No

Composite Degrees in Science & Social Studies – yes

Natural Science; Political Science; Social Science

- **Semester Hours** – It varies between universities/colleges (approx. 48-60 sem. hrs.)
- **Still Using Them** – Yes

Middle School

- **Grades Used in Middle School** – grades 4-9
- **Teaching Qualifications Now & In July 2006** - In grades 7-8, the teacher holds a middle grades endorsement or appropriate secondary education endorsement. Teachers holding an elementary endorsement may teach grades 7-8 if they acquire 6 credit hours per year toward the middle grades endorsement or participate in staff development in accordance with a local mission and plan for education of middle school students. In grades 4-6, the teacher holds an elementary or middle grades endorsement. In grade nine, the teacher holds a middle grades or appropriate secondary education endorsement. Teachers not holding an appropriate endorsement may be assigned to the middle grades if they acquire six credit hours per year toward a middle grades endorsement.

Student Teaching Requirements

- **Number of Weeks Required** – 14 weeks
- **Minimum Grade Point Average** – 2.5 GPA

No Child Left Behind

- **Definition of Highly Qualified** – Obtained full state certification and holds a license to teach; has demonstrated, by passing a state test, subject knowledge and teaching skills in reading, mathematics, and other basic school curriculum that the educator would be teaching.
- **Requirements for Veteran Teachers** – Meet the criteria for a new teacher; demonstrate competency in all of the academic subjects which the teacher teaches based on a high objective State standard of evaluation (HOUSSE)
- **Requirements for New Teachers as of July 2006** – A highly qualified teacher is one who obtained full State certification and holds a license to teach; holds a bachelor's degree; has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills.
 - In the elementary grades 95% of the teachers assigned to areas for which they hold an appropriate endorsement. In the middle grades 90% of the teachers are assigned to areas for which they hold appropriate endorsements. In the secondary grades 80% of the instructional units are provided by teachers holding the appropriate endorsement.

➤ **Rural Flexibility Rule – What Are They Doing?** All districts qualify for flexibility; Nebraska is a very rural state with shortage of teachers in some areas. The Teacher Quality Grant has also provided an opportunity to pilot the Principles of Learning and Teaching pedagogy tests from ETS with student teachers preparing for the elementary, middle and secondary levels of teacher certification. A new database will include all teacher education program participants so that data can be evaluated to determine graduation, retention, and renewal rates of participants in the programs as well as follow-up data on program completers. This information will be valuable to state policy makers as they examine ways to support our strong tradition of providing quality education for all Nebraska students.

- Nebraska Department of Education (Rule 22) has set up regulations for “The Master Teacher Program.” The Master Teacher Program Fund is created. The fund shall be administered by the State Department of Education to carry out the purposes of the Master Teacher Program Act. The state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act shall invest any money in the fund available for investment. Annual salary bonus. In any year for which an appropriation is made for the Master Teacher Program, each teacher in the Master Teacher Program shall receive an annual salary bonus of five thousand dollars up to a statewide total of one million dollars. If the number of teachers qualifying for the bonus exceeds the number, which the one million dollars would fully fund at the five-thousand-dollar level, the bonuses shall be reduced such that each teacher in the program receives the same amount and the statewide total does not exceed one million dollars. The State Department of Education shall allocate the annual salary bonus to each teacher in the program. Payment of such annual salary bonus shall not exceed the life of the credentials and shall be made only upon approval by the department of an application or upon reprove each year after receiving the initial salary bonus.

➤ **Use of Portfolios - No**

State Law – use of Terminology “Major Equivalency” – Nebraska uses the term “subject endorsement.” Teachers can hold a subject endorsement equivalent to an academic major in the teaching assignments. The Commissioner may issue any certificate provided the applicant shows evidence of possession of the required qualifications or of education and experience equivalent to the required qualifications.

National Board – Paying a Stipend? National Board Certified Teachers will be granted Master Teacher status resulting in a Nebraska Professional Teaching Certificate valid for 10 years. In addition, National Board Certified Teachers coming from

other states would receive a Nebraska Professional Teaching Certificate. The Nebraska Department of Education will utilize NBPTS Candidate Subsidy funds to support candidates at 50% of the certification fee. For each candidate, \$1150 (1/2 of fee) of federal funds, and \$1150 of the candidate's own funds or a combination of personal and district funds will be used to support the application fee. Candidates are responsible for submitting the unsubsidized portion of the fee with their applications. Candidates will be selected on a first-come, first-served basis and must meet NBPTS eligibility guidelines.

New Teacher Support System - Mentoring State Board develops guidelines for districts.

Education Innovation Fund to provide funds to districts. As of 1998 Nebraska had no state-mandated induction or mentoring program. Many mentoring programs do exist around the state however, but these are strictly voluntary programs with local district funding.

Teacher Standards

The teacher content standards for Nebraska may be found at:

<http://www.nde.state.ne.us/LEGAL/documents/CleanRule24Guidelines11-7-03.pdf>

State Contact

Nebraska Department of Education
301 Centennial Mall South - Lincoln, NE 68509
(402) 471-2295
Website <http://www.nde.state.ne.us/>

Nevada

Levels of Certificates

- Initial Renewable License – Issued for five years upon completion of a bachelor’s degree from a regionally accredited college or university, an approved teacher program, a course or exam in Nevada School Law, U.S. Constitution, and Nevada Constitution, and passing of required Praxis tests unless exempt
- Non-renewable Provisional Three-year License – Same requirements as for the renewable except with provisions for testing and course work for out-of-state applicants. All provisions must be met prior to the three-year expiration date
- Professional License – Issued and valid for 6 years with a Master’s Degree, 8 years with a Specialist’s Degree, and 10 years with a Doctoral Degree. Same requirements as for the renewable license including three years of successful teaching experience at the K-12 grade level.

Types of Certificates and Requirements

- Elementary (K-8) in self-contained classes, designated and approved middle or junior high schools, or in a field of concentration in K-8
 - Bachelor’s degree, completion of a program of teacher preparation at the elementary approved by the Board or 30-semester hours in professional elementary education, including eight semester hours of supervised teaching at the appropriate grade level, elementary methods, and methods of teaching reading
- Secondary (7-12) in departmentalized classes, junior high, approved middle and senior schools
 - Bachelor’s degree, completion of a program of teacher preparation at the secondary level approved by the Board or 22-semester hours of secondary professional education courses including eight semester hours of supervised teaching at the appropriate grade level, methods of material in field of specialization, and a recognized teaching major
- Special Subjects (K-12) in Art, Music, and Physical Education
 - Requirements for the endorsement, Board-approved program of preparation in area of endorsement, bachelor’s degree, 36-42 semester hours in specific course work in area of endorsement, supervised teaching at the appropriate grade level that meets course requirements of the license/endorsement

In-State Versus Out-of-State Requirements

- In-State Applicants: Bachelor’s degree, completion of an approved teacher education program with recommendation from the college or university verifying success, submission of transcripts, a course or exam in Nevada School Law, U.S. Constitution, and Nevada Constitution, and passing of the required competency (Praxis) tests unless exempt.
- Out-of State Applicants: Bachelor’s degree, completion of an approved teacher education program with recommendation from the college or university

verifying success, submission of transcripts, course or exam in Nevada School Law, U.S. Constitution, Nevada Constitution, and passing scores on the Praxis I and II tests unless exempt.

- *The Superintendent of Public Instruction may issue a license to teach under state reciprocity. Nevada does belong to the Interstate Certification Compact and the NASDTEC Interstate Compact

Alternative Certification Programs: Officials say the state currently has no way for a person to teach without first completing an approved teacher education program. The Commission on Professional Standards in Education is looking into the Alternative Route to licensure, known as conditional licensure under Nevada Administrative Code. Basically the state allows local school districts to request the Superintendent to implement an alternative route to licensure plan for teacher candidates in shortage areas or hard to fill subjects. The three-year nonrenewable license is issued to individuals who are within 6 semester hours of meeting licensure requirements.

Renewal Requirements: Completed and signed application for renewal, proof of six semester hours of credits required for renewal submitted on an official transcript, application fee of \$80 for all certificates, and completion of Child Support Disclosure Form. Credits must be earned from regionally accredited college/university through PDE/in-service or other pre-approved CEU providers, or as otherwise allowed by regulation.

- Initial – Renewable every five years with 6 credit hours
- Professional – renewable every six years with a Master’s Degree, eight years with a Specialist’s Degree, and ten years with a Doctoral Degree upon completion of 6 credit hours

Testing: Applicants for initial licensing in Nevada may be required to take and pass the Praxis I and II tests (effective January 1991), unless certain exemptions apply. These exemptions are listed in the Nevada Competency Testing Program Informational Bulletin.

- Praxis I: Following are the required cut-off scores for Nevada:

- Pre-Professional Skills Test – Reading 174
- Pre-Professional Skills Test – Writing 172
- Pre-Professional Skills Test – Mathematics 172

- Praxis II: The cut-off scores for the Principles of Learning and Teaching part of the exam for grades K-6 is 169, and for grades 7-12 is 161. On the following page are the content are cut-off scores for Nevada:

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary K-8 | 135 |
| PLT: Grades PK-3 | N/A |
| Middle School Content Knowledge | N/A |
| Middle School 7-8 Science | N/A |
| Middle School 7-8 Social Studies | N/A |
| Middle School 7-8 Math | N/A |
| Art | 156 |
| Biology | 154 |
| Chemistry | 151 |
| Composite Science | 150 |
| Earth Science | N/A |
| Economics | N/A |
| English | 150 |
| Geography | N/A |
| Government/Political Science | N/A |
| History | 470 |
| Math | 133 |
| Music | 149 |
| Physics | N/A |
| Social Studies | 152 |
| Spanish | 160 |
| | |

*In addition, a passing score of 70% must be obtained on the Nevada School Law, Nevada Constitution, and U.S. Constitution exam

Student Teaching Requirements: Field experience prior to student teaching is part of state-approved programs. A minimum of eight weeks of student teaching is required in the area to be taught, but prior teaching experience can be used as a substitute for this requirement.

Majors/Minors: Secondary High School teachers must have a major in the teaching area. A single subject major consists of at least 30 semester hours, and a comprehensive major requires at least 36 hours. A single subject minor requires at least 16 semester hours, and a comprehensive minor requires at least 24 semester hours.

*Once teachers are in the classroom, they can receive additional subject-area endorsements from the state by acquiring a minimum of a minor in each subject. However, middle school teachers may have a K-8 endorsement, in which they do not need to complete a minimum amount of coursework.

Composite Degrees in Science and Social Studies: 36 semester hours are required for a comprehensive science or Social Studies degree to teach in the state of Nevada. 24 semester hours are required for a minor.

Middle School – Grades 7-8

- Current Teaching Requirements: Hold a K-8 elementary license with an endorsement to teach grades 7-8, or a 7-12 secondary license with a major in the teaching area, or an endorsement equal to a minor.
- Requirements as of July, 2006: For the purposes of meeting the Federal requirements of NCLB in Nevada, middle school teachers will include only those who teach in grades 7 or 8. The one exception to this will be teachers who hold a K-8 elementary license and teach in small rural schools that are designated as K-8 Elementary Schools. Middle school teachers of grades 7 and 8 will need to hold a 7-12 secondary license to be considered highly qualified or demonstrate a high level of competency in each of the core academic subjects taught through one of the following:
 - Pass Praxis II Subject Test
 - Completion of an academic major, coursework equivalent to a major, a graduate degree in the subject, a license issued by Nevada State licensing in the subject, or NBPTS certified in the subject
 - Meet criteria of the HOUSSE option for those not new to the profession (explained under NCLB section)

No Child Left Behind (NCLB)

- Nevada definition of “Highly Qualified”: All teachers at all levels, teaching the core academic subjects of English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History and Geography must meet the NCLB definition of “highly qualified”.
- Veteran Teacher Requirements: A veteran teacher is one who was hired before July 1, 2003.

- Elementary (K-6): Elementary teachers licensed after Sept. 1, 1989 meet the requirements of “highly qualified” since these requirements have been in effect since then for initial licensure. Must hold a bachelor’s degree and “Full State Certification”, OR hold a license to teach in Nevada obtained by an alternative route, OR meet requirements of public charter school law. Must also demonstrate subject matter competency by passing the Praxis II or by meeting the following HOUSSE criteria:
 - Have three years verified full-time teaching experience by the end of the 2005-2006 school year, and meet one of the following additional requirements.
 - Advanced licensing or certification – graduate degree, professional license, or NBPTS certification
 - Professional Development of 150 contact hours of approved coursework – a combination of credit scores can be used to verify certificates, transcripts, etc. (Portfolio option).

- Middle School (7-8) and Secondary 9-12): Teachers licensed for grades 7-12 meet the requirements of “highly qualified” as long as the teacher is not teaching “out-of-field”(not in the subject area). Must hold a bachelor’s degree and “Full State Certification”, OR hold a license to teach in Nevada obtained through an alternative route, OR meet the requirements of public charter school law. Must also demonstrate competency in each of the core academic subjects taught by passing the Praxis II test, completion of an academic major in teaching area, completion of coursework equivalent to a major, completion of a graduate degree, obtaining a professional license, receiving NBPTS certification, or meeting the following HOUSSE criteria:
 - Have three years verified full-time teaching experience by the end of the 2005-2006 school year, and meet one of the following additional requirements.
 - Advanced licensing or certification – graduate degree, professional license, or NBPTS certification
 - Professional Development of 150 contact hours of approved coursework – a combination of credit scores can be used to verify certificates, transcripts, etc. (Portfolio option).

- New Teacher Requirements
 - Elementary (K-6): In addition to holding at least a bachelor’s degree and state licensure, must demonstrate subject knowledge by passing a rigorous state test in reading, writing, mathematics, and other areas of the elementary curriculum. This test is the Praxis II Specialty Area Test
 - Middle School (7-8) and Secondary (9-12): In addition to holding at least a bachelor’s degree and state licensure, must demonstrate competency in each core subject area being taught by passing Praxis II test, OR completion of an academic major, OR completion of coursework equivalent to a major, OR completion of a graduate degree, OR obtaining a professional license, OR receiving NBPTS certification.

- Rural Flexibility Plan: Twelve school districts in Nevada are considered "eligible rural school districts" under the REAP Program. Current teachers in these districts must be "highly qualified" in at least one subject prior to June 30, 2007. Newly hired teachers must be "highly qualified" in at least one subject upon employment. Teachers in these districts who are "highly qualified" in at least one subject has the following amount of time to become "highly qualified" in the additional subjects they teach: Current Teachers - until June 30, 2007, Newly Hired Teachers – three years from date of hire.

National Board Certification

- Fee: Nevada pays the entire fee of \$2300 for selected NBPTS candidates.
- Stipend: NBPTS certified teachers receive an annual five percent salary increase above the normal salary that they are entitled to.
- *Six renewal credits will be given for completion of all the requirements of the National Board Certification Process. A teacher does not have to be awarded NBPTS certification in order to earn the credits.

New Teacher Support System – Mentoring: The state of Nevada does not have a mandated New Teacher Assistance/Mentoring Program. It appears however, that some individual school districts have initiated their own new teacher mentor programs.

State Teacher Standards:

Teacher Education Approval Standards for Nevada can be found at www.doe.nv.gov/licensure/

Refer to the Teacher Standards Matrix for an overview.

State Contacts

Nevada Department of Education

1820 East Sahara

Suite 205

Las Vegas, NV 89104-3746

Ph: 702/486-6455

Fax: 702/486-6450

Website: <http://www.nsn.k12.nv.us>

New Hampshire

Licensing

New Hampshire offers the following types of certificates:

- Beginning Educator Certificate
 - This certificate is issued to a candidate who:
 - Has completed an approved program of professional preparation;
 - Has been recommended by designated official of the preparatory institution; and
 - Has passed all required tests.
 - The certificate is valid for 3 years.
- Experienced Educator Certificate
 - Applicant's must:
 - Meet all requirements of previous levels of certification;
 - Have taught a minimum of 3 years; and
 - Successfully complete an Individual Professional Development Plan. This requires either 75 hours of professional development or documented evidence of learning through projects such as action research.
 - The certificate is valid for 3 years and is renewable.
- Master Teacher Certificate
 - The requirements for this certificate are under development.

Certificate titles and grade levels are:

- Elementary Certificate:
 - Nursery/Kindergarten
 - Early Childhood education (N – 3)
 - Elementary Education (K – 6)
- Middle School Certificate:
 - Math Education (5 – 8)
 - General Science Education (5 – 9)
- Secondary School Certificate:
 - Biology Education (7 – 12)
 - Chemistry Education (7 – 12)
 - Earth/Space Science Education (7 – 12)

- English Education (5 – 12)
 - Math Education (7 – 12)
 - Physical Science (7 – 12)
 - Physics Education (7 – 12)
 - Social Studies Education (5 – 12)
- All Grade Levels Certificate:
- Art Education (K – 12)
 - Bilingual Education
 - Comprehensive Agricultural Education
 - Comprehensive Business Education
 - Comprehensive Family and Consumer Science Education
 - Comprehensive Marketing
 - Comprehensive Technology Education (formerly Industrial Arts Ed.)
 - Computer Technology Educator
 - Foreign Language (K – 12)
 - Health Education (K – 12)
 - Music Education (K – 12)
 - Reading Specialist (K – 12)
 - Theatre Education (K – 12)

Testing

All candidates for initial certification must document basic academic skills of reading, writing, and mathematics. Candidates may do so by passing Praxis I [Pre-Professional Skills Test (PPST) or the Computerized Pre-Professional Skills Test (CPPST)].

Minimum passing score on either the PPST or CPPST is

| | |
|------------------|-----|
| PPST Reading | 174 |
| PPST Writing | 172 |
| PPST Mathematics | 172 |

In addition NH can accept the PRAXIS I composite score option. Alternative tests may be accepted. Exemption is provided if a candidate has a Master's degree or higher; or has seven or more years of educational experience under a credential issued by another state. All candidates must also document subject area competence by passing Praxis II – Subject Assessment Tests.

| Subject Assessment | Cut Score |
|--------------------|-----------|
| Biology: | |
| Content Essay | 143 |
| Content Knowledge | 153 |

| | | |
|----------------------------|-------------------|-----|
| Chemistry: | | |
| | Content Essay | 140 |
| | Content Knowledge | 153 |
| Earth-Space Science: | | |
| | Content Knowledge | 148 |
| English Language Arts: | | |
| | Content Essay | 155 |
| | Content Knowledge | 164 |
| General Science: | | |
| | Content Essay | 135 |
| | Content Knowledge | 147 |
| Middle School Mathematics: | | |
| | Content Knowledge | 151 |
| Physical Science: | | |
| | Content Knowledge | 148 |
| Physics: | | |
| | Content Essay | 140 |
| | Content Knowledge | 146 |
| Secondary Mathematics: | | |
| | Content Knowledge | 127 |
| | Proofs and Models | 140 |
| Social Studies: | | |
| | Content Knowledge | 155 |
| | Analytical Essay | 145 |

Alternative tests may be accepted. Exemption is provided if the candidate has a Master's degree or higher in the subject to be taught or has seven or more years of educational experience in the subject area under a credential issued by another state.

Majors and Minors

New Hampshire requires 30 semester hours for a major. Teachers are licensed to teach in that content area.

Renewal Requirements

Renewal of an Experienced Educator Certificate requires successful completion of an approved Individual Professional Development Plan. Requirements of such a plan include:

- A minimum of 75 hours of approved professional development activity every 3 years;
- A minimum of 45 hours of the total hours required shall be devoted to approved professional development activities to meet district needs, school goals, and/or school improvement plans; and
- A minimum of 30 hours of the total hours required shall be devoted to approved professional development activity in each subject area and/or field of specialization, which shall include the knowledge requirements of Ed 512.02(g)(1) for which recertification is sought; and
- In addition to the requirements in (1), (2), and (3) above for each endorsement 30 hours shall be devoted to approved professional development activity in each subject area and/or field of specialization.

Composite Degrees in Science and Social Studies

New Hampshire offers composite degrees in Social Studies and middle school Science. These programs involve 30 semester hours in the major field of study.

Middle School

New Hampshire considers middle school to be grades 5 – 8. New Hampshire offers two certificates specifically for middle school: Math Education and General Science Education. In addition, two secondary school certificates are issued for grades 5 – 12. They are English Education and Social Studies Education.

Student Teaching Requirements

New Hampshire state-approved teacher preparation programs have 15 weeks of student teaching. A minimum GPA of 2.5 is required for student teaching.

No Child Left Behind

New Hampshire's definition of *highly qualified*:

- Definition of “highly qualified”: New Hampshire has several options to meet NCLB’s “highly qualified” teacher requirement. They are:
 - Current New Hampshire certification in a core academic area and teaching within the grade level and subject area of licensure.
 - Individuals possessing a bachelor’s degree and in an Alternative IV or V Certification Plan.
 - Teachers with National Board Certification or Master Teacher Certification is highly qualified to teach within the grade level and subject area of the advanced certification.
 - Teachers having a major or 30 semester hours, undergraduate or graduate, in the subjects taught is highly qualified.
 - A teacher who takes and passes a New Hampshire approved (Praxis II or equivalent) licensing test are highly qualified for the appropriate grade level and subject area.
 - A teacher demonstrating progress toward meeting unmet competencies through HOUSSE (High Objective Uniform State Standard of Evaluation) is considered highly qualified.

State Law - Use of the terminology “Major Equivalency”

Whereas all teachers are required to have a baccalaureate level degree, they are not limited to certification in their major. A “major equivalency” is 30 semester hours of undergraduate or graduate level coursework in a core content area. A course in teaching methods does not count unless it is directed precisely to the content area, such as “How to Teach English”.

National Board Certification - Paying a Stipend?

New Hampshire Department of Education pays a \$1000 stipend for eligible candidates. This is limited to 10 persons per year and is awarded on a first come, first serve basis. Also, New Hampshire will award their highest level certificate to any person who has obtained National Board Certification in an area corresponding to that for which certification is sought, provided the applicant also holds a comparable and valid certificate issued by any member state and has complied with any requirements of the receiving state regarding degrees held, citizenship, and moral, ethical, physical, and mental fitness.

New Teacher Support System

New Hampshire does not require mentoring of new teachers, but does require all teachers to develop and complete an individual Professional Development Plan every 3 years. This is a requirement for recertification.

Alternative Systems of Attaining a Teaching License

The New Hampshire State Board of Education recognizes that persons may become qualified as educators through a variety of educational and life experiences. Therefore, the following five alternatives for becoming a certified educator in New Hampshire are available to you.

- Alternative 1: As described above in **Licensing** (page NH – 1).
 - Alternative 2: A process whereby the State of New Hampshire recognizes training and certification in other states and countries and territories of the United States. For states that are members of the interstate agreement*:
 - If the candidate is a graduate of an approved program of professional preparation in one of the states belonging to the Interstate Certification Contract and wish to apply for certification under Alternative 2, they need to submit the following:
 - Completed application.
 - An original official transcript bearing the institutional recommendation or an official transcript plus an official statement from the chairperson of the preparing institution attesting to your having completed its approved program.
 - Holders of valid certification, based on a baccalaureate or higher degree and with at least three years successful regular teaching experience in the past seven years under certificates in Interstate Certification Contract states, meet the experience requirements for a comparable certificate. They need to submit the following:
 - Completed application.
 - A copy of the valid credential (front and back).
 - An original letter of verification from school system(s) where you were employed identifying your major teaching assignment(s).
 - Official transcripts.
- * Persons who have completed programs in states or countries not party to the Interstate Certification Contract may also be eligible for certification in New Hampshire if such programs are comparable with those in New Hampshire.

- Alternative 3: This is a certification process designed for candidates who have gained the competencies, skills, and knowledge through means other than Alternative 1 or Alternative 2. Alternative 3A is a process that includes both written examination and oral review. Alternative 3B is a process that recognizes National or regional licensure.
 - Alternative 3A - Applicants must submit the following:
 - A completed application.
 - A letter of intent from the candidate to pursue Alternative 3.
 - Official college transcripts.
 - Employer verification of 3 months full time teaching.
 - Upon receipt of these items detailed procedures and additional materials required will be mailed to those who qualify.
 - Alternative 3B - Applicants must submit the following:
 - A completed application.
 - A copy of National or Regional Licensure.
 - Official college transcripts.

Alternative 4: This is a certification process restricted to critical shortage areas, to certain vocational areas, and to business administrators. A superintendent may employ a candidate who meets eligibility requirements. The superintendent of school, or designee, shall then develop an Individualized Professional Development Plan (IPDP) leading to full certification. Entry level requirements are available from the Bureau.

Alternative 5: This is a site based certification plan option that allows an individual to attain certification in elementary and secondary teaching areas excluding vocational education and special education areas. The candidate must have a bachelor's degree and meet one of the following criteria:

- For secondary education, at least 30 credit hours in the subject to be taught and an overall grade point average of at least 2.5, or equivalent.
- For elementary education, coursework in Mathematics, English, Social Studies, and Science with an overall grade point average of at least 2.5, or equivalent.

A superintendent may hire an individual who possesses a statement of eligibility issued by the Bureau of Credentialing. The school district must appoint a mentor teacher to provide support for the candidate.

State Teacher Standards

New Hampshire teacher education standards are found in Chapter Ed 500 Certification Standards For Educational Personnel. A Web link to the standards is:

www.gencourt.state.nh.us/rules/ed500.html

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contact

State Department of Education
Bureau of Credentialing
101 Pleasant St.
Concord, NH 03301
Phone: 603-271-2408
Website: www.ed.state.nh.us

New Jersey

Licenses

➤ **Standard**

Teachers receive the regular New Jersey certificate when they show they have fully met the requirements specified for the certificate. This standard certificate has permanent validity and can be categorized as instructional, educational services, or administrative.

- **To be eligible for the standard certificate in instructional fields, the candidate shall:**

- Possess a provisional certificate; and
- Complete a State-approved district or nonpublic school training program while employed provisionally in a position requiring the relevant endorsement to the instructional certificate. Endorsements to the Instructional certificate specify fields of a practice (i.e., Elementary Education, Mathematics, Social Studies). Candidates who hold standard New Jersey instructional certificates shall be issued additional standard endorsements in areas where they meet provisional certification requirements without having to meet the requirements in 1 and 2 above.

➤ **Provisional**

- The provisional certificate is a **temporary one-year certificate** issued to candidates who have met requirements for initial employment as part of State-approved district training program or residency leading to standard certification.

- **To be eligible for the provisional certificate in an instructional field, the applicant shall:**

- Hold a bachelor's degree from an accredited college or university;
- Complete at least 30 credits in a coherent major appropriate to the instructional field;
- Pass a State test of subject matter knowledge for fields of teaching specialization or a test of general knowledge for the elementary endorsement; and,
- Obtain and accept an offer of employment in a position that requires instructional certification.
- Candidates who complete the requirements in 1 through 3 above shall be issued Certificates of Eligibility which will permit them to seek provisional employment in positions requiring instructional certification.

- **Certificates of Eligibility with Advanced Standing** shall be issued to all persons who meet the test requirement and who have completed one of the following programs of teacher preparation:
 - A New Jersey college program, graduate or undergraduate, approved by the State Department of Education for the preparation of teachers;
 - A college preparation program included in the interstate certification reciprocity system of the National Association of State Directors of Teacher Education and Certification (NASDTEC);
 - An out-of-state teacher education program approved by the National Council for the Accreditation of Teacher Education (NCATE);
 - A teacher education program approved for certification by the state department of education in one of the states party to the Interstate Agreement on Qualifications of Educational Personnel, provided the program was completed on or after Jan. 1, 1964 and the state in which the program is located would issue the candidate a comparable certificate.
 - An out-of-State teacher education program not approved by NASDTEC or NCATE but approved by the state department of education in which the program is located and approved by the Secretary of the New Jersey State Board of Examiners as meeting the standards outlined in NJAC 6:11-7; or
 - At least 27 months of appropriate teaching experience in a state party to the Agreement within seven years prior to applying for a certificate in another state in the Agreement, and a comparable and valid standard or advanced certificate, still in force, issued by one of the states in the Agreement.

➤ **Emergency**

An emergency certificate is a substandard **one-year certificate** issued only in the fields of educational services, teacher of the handicapped, teacher of the blind and partially sighted, teacher of the deaf and hard of hearing, certain technical fields, and new or emerging areas of practice.

- An emergency certificate is issued only on application of a public school district, submitted after August 1, in which the district board of education declares its inability due to unforeseen shortages or other extenuating circumstances to locate a suitable certificated teacher.
- Applicants for New Jersey licensing for subject teaching fields must pass the appropriate Praxis II: Subject Assessment or Specialty Area test(s). The tests are required for all applicants, including those who are licensed in other states.
- Renewal Requirements – Subchapter 13 was added requiring professional development for all active instructional and educational services school personnel whereby they must complete 100 clock-hours of State-approved

continuing professional development and/or in-service training every five years.(1998)

- **Alternative Teacher Certification Routes in the State --(NJ – Appendix A)**
 - Provisional Teacher Program
 - College-based Alternative Route to Teaching

 - In response to concerns that some talented teacher candidates have been denied certification because they did not meet either the grade-point average criterion or the Praxis cutoff score criterion, the state board reviewed proposed regulations that would establish a process whereby teacher candidates who fall short in one area may still meet certification qualifications if they excel in the other.

- **TEST REQUIREMENT FOR LICENSURE IN NEW JERSEY**
 - Applicants for New Jersey licensure in subject teaching fields and elementary education must pass the appropriate PRAXIS II Subject Assessment test(s) or NTE Programs Specialty Area test. The tests are required for all applicants including those applicants who are licensed in other states.
 - **PASSING SCORE**
 1. Applicants must achieve the current required passing score(s) for license/certificate issuance. Passing scores are subject to change. A test score must meet the current passing score to satisfy the test requirement. Undergraduates must take Praxis/NTE test(s) in the senior year.
 - **PRAXIS II: SUBJECT ASSESSMENTS/NTE TESTS REQUIRED FOR LICENSURE**
 - **INSTRUCTIONAL ENDORSEMENT**
 - **REQUIRED PRAXIS II: SUBJECT ASSESSMENT/NTE/TESTS**
 - **PRAXIS II: SUBJECT ASSESSMENTS/NTE SPECIALTY AREA TESTS**
 - **Passing Scores Required for Licensure**

 - **TEST PASSING SCORE**
 - Elementary Education: Content Knowledge 133
 - English Language, Literature, and Composition; Content Knowledge 155
 - Mathematics: Content Knowledge 150
 - Social Studies: Content Knowledge 153
 - Introduction to the Teaching of Reading 560
 - General Science: Content Knowledge, Part 2 133

- **New Jersey has been testing teacher license applicants since 1984.**

Majors

Majors are 30 or more semester hours.

Minors

Minors are not licensed now nor will they be in 2006.

Composite Degrees in Science & Social Studies

A teacher with multiple content area teaching assignments must satisfy the definition of a highly qualified teacher for each content area.

Middle School certification is for grades 5 through 8.

- Teaching Qualifications now & in July 2006. A teacher with multiple content area teaching assignments must satisfy the definition of a highly qualified teacher for each content area. If the teacher is using the NJ HOUSE Standard matrix, then he or she must accrue ten points in each content area. A grandfather clause is included for elementary school teachers teaching in middle schools to allow them to continue to teach under the current certificate. The teachers will have to demonstrate that they meet the No Child Left Behind (NCLB) definition of "highly qualified teachers".
- Middle school teachers, whether veteran or novice, who wish to take the Praxis II Middle School Content Knowledge Exam(s) should note the following test numbers and the passing scores that the State Board of Education adopted by resolution on June 2, 2004. Note that candidates should take the single - subject exam(s) in the specific subject(s) they teach. They should NOT take the multiple - subject content knowledge test.
- The Praxis II Middle School Content Knowledge exams are:
Middle School English/Language Arts (Test # 10049) Passing Score: 156
Middle School Mathematics (Test # 20069) Passing Score: 152
Middle School Science (Test # 10439) Passing Score: 145
Middle School Social Studies (Test # 20089) Passing Score: 158

Student Teaching

The student teaching requirement is 15 weeks in New Jersey. The minimal grade point average (GPA) was raised from 2.5 to 2.75 for beginning teachers who graduate after September 1, 2004.

No Child Left Behind

- **Definition of Highly Qualified** - Teachers must satisfy the federal definition of a HQT for each core academic content area teaching assignment they have, and for any additional certificates they hold for which they do not have a current teaching assignment, and see who must satisfy the federal criteria, by role and hiring date.

- Complete for each core academic area teaching assignment:
- the appropriate forms, such as the Teacher Identification, the Content Knowledge Matrix, and the Statement of Assurance forms, and
- provide documentation such as transcripts, professional development certificates for the last four years, National Board certificate(s), and score report(s) for state tests (i.e., NTE or Praxis II exams).
- Teachers with test scores from 1985 or later may use current teaching certificates as proof of passing scores;
- Teachers with test scores that pre-date 1985 (or those not connected with obtaining a certificate) should add a line to form G, listing the test and the year taken.
- Provide all relevant forms and documents to the building principal by November 3, 2003
- Complete and sign the Statement of Assurance form jointly with your supervisor or principal.

Requirements for Veteran Teachers - Teachers with test scores from 1985 or later may use current teaching certificates as proof of passing scores.

- Teachers with test scores that pre-date 1985 (or those not connected with obtaining a certificate) should add a line to form G, listing the test and the year taken. Provide all relevant forms and documents to the building principal by November 3 2003. Complete and sign the Statement of Assurance form jointly with your supervisor or principal .
- **Rural** teachers in eligible, rural districts who are highly qualified in at least one subject will have three years to become highly qualified in the additional subjects they teach. They must also be provided professional development, intense supervision or structured mentoring to become highly qualified in those additional subjects. Now, states may determine--based on their current certification requirements--to allow science teachers to demonstrate that they are highly qualified either in "broad field" science or individual fields of science (such as physics, biology or chemistry).
- **Portfolios** - Newly hired teachers can use the NJ HOUSSE Standards to verify high-qualified status. New teachers may not use the NJ HOUSSE Standards to qualify.

Major Equivalency

Attain 30 undergraduate credits (the equivalent of a major) in the content.

NATIONAL BOARD

Funded through the state's FY04 budget and some federal dollars, the program will defray a portion of the National Board application fee of \$2300. Teachers will receive 75% of the application fee at the beginning of the process and will receive the remaining 25% of the application fee upon attainment of the credential. The second component

provides for graduate credit for successful completion of the National Board certification process. This graduate credit will be applied to the salary guide, helping more qualified teachers become better compensated for their higher credential.

New Teacher Support System - Mentoring (see NJ – Appendix B)

All novice teachers are required to participate in a one-year mentoring program under the direction of the mentor teacher appointed by the school principal.

Teacher Standards

The **teacher standards** for New Jersey can be found at: **Web Address:**

www.state.nj.us/njded/code/title6a/chap9

Please refer to the State Teacher Standards matrix for an overview.

State Contact

New Jersey Department of Education

P.O. Box 500

Building 100, Rte 29

Trenton, NJ 08625-0500

Voice: 609/292 1083

Member Web Site - <http://www.state.nj.us/education/>

New Mexico

Teacher Licensing

New Mexico's 3-Tiered Licensure System (Went into effect July 1, 2004)

"The 3-Tiered Licensure System is a progressive career system in which teachers are required to demonstrate increased competencies and undertake increased duties as they progress through the licensure levels."

Level I: Provisional Teacher License

- Valid for three years- Nonrenewable
 - Has earned a bachelor's degree from an accredited 4-year institution.
 - Has completed a teacher preparation program.
 - Has passed the required licensure examination.
 - Has been placed on a Professional Development Plan
 - Based on New Mexico's nine teacher competencies for Level I licensure. (See below)
 - Has been provided a structured support or mentoring system by the school district.
 - Both the PDP and the structured support systems are designed, implemented, and funded at the local district level.
- In order to be in compliance with No Child Left Behind, Level I teachers who teach in core academic areas must be "highly qualified" for their teaching assignment(s) each year.
- Advancement to Level II
 - Teacher must advance to Level II to stay in the teaching profession; remaining at Level I beyond the required three years is not an option.
 - At the end of each year, the principal will evaluate teacher performance based upon the PDP and the nine competencies for Level I.

Level II: Professional Teacher

- Valid for nine years- Renewable.
 - Has completed approved mentoring program.
 - Has completed three complete academic years of teaching at Level I.
 - Has demonstrated increased teaching competencies required for Level II by submitting a Professional Development Dossier (PDD) to the State Department of Education.
 - The PDD is documentation from the most recent three-year period and must include the following components at Level II indicators:
 - Strand 1: Evidence of effective teaching based on competencies 1, 2, and 5.
 - Strand 2: Evidence of student learning based upon competencies 3, 4, 6, and 7.
 - Strand 3: Evidence of professional learning based upon competencies 8 and 9.

- Strand 4: Proof of successful participation in a mentoring program for at least on year.
- Strand 5: Copies of successful annual evaluation for previous two years of teaching, the superintendent’s recommendation for your license advancement, and the district’s verification of the data submitted in the PDD.
- If an educator continues to demonstrate Level II competencies, he/she may choose to remain at Level II for the remainder of his/her teaching career by renewing the Level II License every nine years.

Level III-A (Instructional Leader)

- Valid for nine years- Renewable
 - Has earned a Master’s Degree or National Board for Professional Teaching Standards Certification.
 - Has completed at least three complete academic years of teaching experience at Level II.
 - Has demonstrated increased teaching competencies required for Level III-A by submitting a Professional Development Dossier.
 - The PDD is a collection of evidence that has been collected over the most recent three-year period and must include the following components at Level III indicators:
 - Strand 1: Evidence of effective teaching based upon competencies 1, 2, and 5.
 - Strand 2: Evidence of student learning based upon competencies 3, 4, 6, and 7.
 - Strand 3: Evidence of professional learning based upon competencies 8 and 9.
 - Strand 4: Verify leadership role based on the nine teacher competencies and indicators for Level III-A teachers.
 - Strand 5: Copies of successful annual evaluations for the previous 2 years of teaching, the superintendent’s recommendation for licensure advancement, and the district’s verification of the data submitted in the PDD.

Level III-B (Administrators)

Nine Teacher Competencies

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. The teacher demonstrates a willingness to examine and implement changes, as appropriate.
9. The teacher works productively with colleagues, parents, and community members.

Type of Licensures

1. Early Childhood Certificates (Birth-Grade 3)
2. Elementary (K-8)
3. Middle Level (5-9)
4. Secondary (7-12)
5. Specialty Area (K-12)

➤ **Alternative Route to Certification**

Purpose: There are talented individuals who possess at least a bachelor's degree but who have never completed a teacher preparation program nor teacher preparation courses but may have the potential and the desire to become good classroom teachers. Alternative routes to licensure provide opportunities for such persons to enter the teaching profession.

- Degree Requirements
 - Bachelor's degree including 30 credits that appertain to the licensure area sought (**OR**)
 - Master's degree including 12 graduate credits that appertain to the licensure area sought (**OR**)
 - Doctorate in a field that appertains to the licensure area sought.
- The alternative licensure candidate may be permitted to assume the functions of a teacher while pursuing an alternative route to licensure.

Options:

 - Apply to and be accepted in an alternative licensure program at a New Mexico post-secondary institution, (**OR**)
 - Apply to the Director of Professional Licensure and be approved to present a portfolio for verification of teaching competency.
- Submit an Application for Initial Licensure to the Professional Licensure Unit at the NM Department of Education and attach either a letter of acceptance in an alternative licensure program or a letter requesting a portfolio review along with transcripts and other required documentation.
- A qualifying candidate may be issued a one-year internship license for teaching, which may be renewed if the candidate is making adequate progress toward full alternative licensure and has professional development in classroom management and lesson preparation before and during teaching. Such licensure is not considered to be a waiver or substandard
- Testing Requirements: New Mexico Teacher Assessment
 - Assessment of Teacher Basic Skills

- Assessment of Teacher Competency (Elementary or Secondary)
- Subject Area Content Knowledge (Elementary Core Curriculum, Reading, Language Arts, Social Studies, Math, and Science. Tests in Modern and Classical Languages and the Arts will be added soon.)
- Some NTE scores may be accepted in lieu of the above.
- Professional Education Requirements:

State Board of Education rules require that all candidates for licensure, including alternative licensure, complete 3-6 credit hours in the teaching of reading. A candidate in an approved program will automatically have the reading requirement satisfied as part of the program. Candidates who go by way of portfolio review must take these credit hours prior to appearing before the panel for an interview. The credit hour requirement for licenses is:

 - Early Childhood, Elementary, Special Education- 6 hours
 - Middle, Secondary, and K-12- 3 hours

Approved Program

 - Complete a State Board of Education approved alternative licensure teacher preparation program of 12-21 credit hours. **(OR)**

Portfolio Review

 - Prepare a portfolio
 - Present the portfolio for assessment and attend an interview with the Alternative Licensure Review Panel.
- Post-Baccalaureate and Master's Program

Completing any post-baccalaureate teacher preparation program or advanced degree programs with a teacher preparation program component within three years is considered to be an alternative licensure route.
- Mentorship Requirements:
 - Once all requirements of 1,2, and 4 are met, a 3-year Level I Alternative Licensure will be issued.
 - A mentoring program of at least one year and not more than three years, designed by a local district and approved by the SBE must be completed in the employing school district.
 - Any school district that chooses to hire persons with alternative licenses must develop a mentorship program that includes the criteria established by the SBE. It is the responsibility of the school district to submit the proposed program to the SBE for approval and to implement the program once approved. Through its structured accreditation process, the State Department of Education will monitor mentorship programs.

Substandard Licensure

- A rule governing this license was adopted and became effective in July 2001.
- To receive this type of licensure, the employing school district must declare an emergency situation exists, because it cannot recruit

someone who is fully licensed, and initiate a request for Substandard Licensure.

- This request is forwarded to the director of the Professional Licensure Unit as per the requirements.
- Substandard Licenses in the core academic areas are being phased out and will be eliminated by 2006.

Initial Requirements

- A completed application form, official transcripts of all college credit earned, photocopies of certificates held in any state, fingerprint background check, health reports.
- An application fee of \$50.00.
- Examination requirements- The New Mexico Teacher Assessments or corresponding portions of the National Teacher Exam.
- New Mexico does belong to the Interstate Certification Compact as well as the NADSTEC Interstate Contract for Teachers Support Professionals, and Administrators.
- Course(s) or competencies in Special Education are not required.

Options for Licensure

Option One- Approved/Standard Education Program

- Possess a bachelor's and/or master's degree from a regionally accredited college or university (**AND**)
- Have completed an approved educator preparation program, (**AND**)
- Pass required teacher testing.

Option Two- Interstate Reciprocity

- Possess a bachelor's and/or master's degree from a regionally accredited college or university, including a teacher preparation program.
- Possess a valid standard certificate/license issued by another state (**AND**)
- Provide evidence of passage of a licensure exam in the content area to obtain that license and verification of years of out-of-state teaching experience.

Option Three- National Board Certificate

- Possess a valid certificate issued by the National Board for Professional Teaching Standards.

Option Four- Alternative Program (as described above)

➤ Renewal Requirements

- To receive a Level 2 licensure, the teacher must satisfactorily demonstrate the Public Education Commission's required competencies as verified by the local superintendent through the staff evaluation process.
- A Professional Development Plan must be in place continually.
- As of July 2002, if a teacher allowed his/her educator license to lapse, he/she can avoid taking the New Mexico Teacher Assessments by supplying

evidence of satisfactory teaching experience under the lapsed license in at least five out of the past 10 years.

Testing

- New Mexico began utilizing state teacher licensure testing in 1983.
- Presently, the New Mexico Teacher Assessments are required of all new applicants for teaching and administrative licensure. This battery of tests is the successor examination to the Core Battery of the National Teachers Exam (NTE). The NMTA is comprised of:
 - New Mexico Assessment of Teacher Basic Skills
 - New Mexico Assessment of Teacher Competency (Elementary or Secondary)
 - Content Knowledge Tests in Elementary Education, Reading, Language Arts, Social Studies, Math, and Science.
 - The passing score for each section of the NMTA and the Content Knowledge Assessments is 240.

Majors and Minors

New Mexico has defined an academic major as 24 semester hours with 12 of those at the upper division for secondary.

Composite Degrees

New Mexico has broad-area endorsements for all subject areas including Science and Social Studies that allow teachers to teach all of the areas within their discipline.

Middle School

- This level includes grades 5-9.
- Requirements:
 - Bachelor's degree from a regionally accredited college or university (**AND**)
 - Twelve semester hours in English
 - Twelve semester hours in history including American History and Western Civilization
 - Six semester hours in mathematics
 - Six semester hours in government, economics, or sociology
 - Twelve semester hours in science, including biology, chemistry, physics, geology, zoology, or botany
 - Six semester hours in fine arts
 - Thirty to thirty-six semester hours of professional education in a middle level education program approved by the SBE, including completion of the SBE's New Mexico Middle Level Teacher Competencies and a mandatory student teaching experience (**AND**)
 - Twenty-four semester hours in at least one teaching field such as mathematics, science, language arts, reading, and social studies,

twelve semester hours of which must be in upper division courses as defined by the college or university (**AND**)

- Three semester hours in the teaching of reading in subject matter content for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree (**AND**)
- If new to the profession after June 30, 2006, or hired after the first day of school of the 2002-2003 school year and assigned to work in a Title I targeted assistance program or a Title I school-wide, shall satisfy the requirements of a highly qualified beginning middle level teacher (**OR**)
 - Persons holding a standard New Mexico license in early childhood education, elementary education, secondary education, or K-12 education, and three years of documented, successful teaching during the five year period immediately preceding the date of application for middle level education licensure, and twelve semester hours of course work in middle level education to include representation in any combination of the New Mexico Middle Level Teacher Competencies.
 - A valid certificate issued by the National Board for Professional Teaching Standards for the appropriate grade level and type.
 - Further explanation of middle level requirements can be found under “highly qualified status”.

Student Teaching Requirements

The current requirement for student teaching in New Mexico is 14 weeks.

No Child Left Behind

➤ Highly Qualified Teacher

Federal Requirements:

- Teachers hired after the first day of school of the 2002-2003 school year that teach the core academic subjects in a program supported with Title I funds must be “highly qualified”.
- Not later than the 2005-2006 school year, all public school teachers who teach the core academic subjects must be “highly qualified”.

The Core Academic Requirements:

The core academic subjects are:

- English
- Language Arts
- Reading
- Mathematics
- Science
- Modern and Classical Languages
- The Arts
- Social Studies, which includes civics, government, economics, history, and geography

New Mexico's requirements:

- New Hires: Teachers with Early Childhood, Elementary, Middle Level, Secondary, and Specialty Area Licensure. When the term “highly qualified teacher” is used with respect to any early childhood, elementary, middle level, secondary, or specialty area teacher teaching the core academic subjects in a public school in New Mexico who was hired after the first day of school of the 2002-2003 school year and assigned to work in a Title I targeted assistance program or a Title I school wide, it means that the teacher:
 - Holds at least a Bachelor's degree, and
 - Has passed all of the required portions of the New Mexico Teacher Assessments or other required state test(s) for licensure or endorsements, or accepted comparable licensure tests from another state, and
 - Has obtained full state licensure as a teacher, including licensure obtained through alternative routes, and
 - Holds a license to teach in New Mexico, and
 - Has no licensure requirements waived on an emergency or temporary basis, or for any other reason, or
 - Is participating in an alternative route to licensure under which the teacher:
 - o Receives high-quality professional development that is sustained, intensive, and classroom-focused before and while teaching that includes classroom management and lesson preparation/planning **(AND)**
 - o Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program **(AND)**
 - o Holds New Mexico Internship Licensure authorizing the candidate to assume the functions of a teacher for a period of time not to exceed three years while completing all requirements for alternative licensure **(AND)**
 - o Demonstrates satisfactory progress toward full alternative licensure by completing at least nine semester hours per year in his/her alternative licensure program at a New Mexico post-secondary institution or successfully demonstrates competency by way of portfolio assessment.

- New Hires- Teachers with Elementary licensure teaching in middle school or junior high school. When the term “highly qualified teacher” is used with respect to any middle school or junior high school teacher, who holds an Elementary K-8 license, who is teaching the core academic subjects in a public middle or junior high school in New Mexico who was hired after the first day of school of the 2002-2003 school year and assigned to work in a Title I targeted assistance program or a Title I school wide, it means that the teacher:
 - Holds at least a bachelor's degree **(AND)**

- Has passed all of the portions of the New Mexico Teacher Assessments or other required state tests for licensure or endorsements, or accepted comparable licensure tests from another state required for the teacher’s K-8 elementary license, and has either:
 - o Passed the Content Knowledge test(s) of the New Mexico Teacher Assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject area the teacher teaches, **(OR)**
 - o Successfully completed an undergraduate academic major (24-36 semester hours) or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches **(AND)**
 - Hold a license to teach in New Mexico **(AND)**
 - Has no licensure requirements waived on an emergency or temporary basis, or for any other reason, **(OR)**
 - Is participating in an alternative route to licensure under which the teacher:
 - o Receives high-quality professional development that is sustained, intensive, and classroom-focused before and while teaching that includes classroom management and lesson preparation/planning **(AND)**
 - o Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program **(AND)**
 - o Hold New Mexico Internship Licensure authorizing the candidate to assume the functions of a teacher for a period of time not to exceed three years while completing all requirements for alternative licensure **(AND)**
 - o Demonstrates satisfactory progress toward full alternative licensure by completing at least nine semester hours per year in his/her alternative licensure program at a New Mexico post-secondary institution or successfully demonstrates competency by way of portfolio assessment.
- Hired prior to the first day of school of 2002-2003- Teachers with Early Childhood and Elementary Licensure. When the term “highly qualified teacher” is used with respect to any early childhood (Birth-Grade 3), or elementary (K-8) teacher teaching the core academic subjects in a public school in New Mexico who was hired prior to the first day of school of 2003-2004, it means that by June 30, 2006, the teacher:
- Holds at least a bachelor’s degree **(AND)**
 - Has obtained full state licensure as a teacher, including licensure obtained through alternative routes **(AND)**
 - Holds a license to teach in New Mexico **(AND)**
 - Has no licensure requirements waived on an emergency or temporary basis, or for any other reason, **(AND)**
 - Has demonstrated competency in the elementary disciplines of language arts, social studies, math, and science by:

- o Passing the Elementary Teacher competency or the Elementary Content Knowledge Test of the New Mexico Teacher Assessments or comparable predecessor New Mexico teacher licensure examinations, or accepted comparable licensure test(s) or accepted comparable licensure test(s) from another state, **(OR)**
- o Holding certification from the National Board for Professional Teaching Standards in elementary education **(OR)**
- o Completing Subject Area Competency HOUSE (Highly Objective Uniform Standard of Evaluation) as follows:
 - a. Have successful annual evaluations for the prior two school years.
 - b. Have five complete school years of teaching experience.
 - c. Complete at least 12 semester hours in the subject area being evaluated.
 - d. Demonstrate competence in the instructional strand of the state board's teacher competencies and indicators for the level of licensure the candidate holds to a local panel.
 - o The local panel shall consist of two teachers.
 - o One teacher will be appointed by the principal in the school where the teacher seeking to demonstrate that he/she is highly qualified is teaching.
 - o The second teacher will be appointed by the candidate.
 - o Panelists must be highly qualified in the content area being evaluated, as defined in State Board of Education rules, and hold a current Level II or III-A license, and if applicable, hold an endorsement in the subject area to be evaluated.
 - o Panelists may be from the candidate's same school, or same district, or from another school or district in New Mexico.
 - o The candidate must gather and submit to the panel evidence demonstrating how he/she meets the competencies in the instructional strand of the state board's teacher competencies and indicators. Evidence must include:
 1. Documentation from student data, assessment techniques, instructional plans, information about student work, and implementation of state curriculum standards **(AND)**
 2. Observation summaries, by each panel member, of the candidate teaching in the area for which he or she is applying. Observations by the panel members may be done in person or by video **(AND)**
 3. At least two observation summaries, completed by the candidate, of a teacher(s)

teaching in the subject area for which the candidate is seeking to be highly qualified.

- o Both teachers on the panel must agree that the candidate has met, or exceeds, the competencies and indicators for the level of licensure the teacher being evaluated holds.
 - o The panel shall submit their recommendation to the State Department of Education in a form acceptable to the department.
 - o The State Department of Education will verify that the teacher has met the requirements set forth in this rule and if permitted in the state board's rules governing the subject area, the candidate may be issued an endorsement in the evaluated subject area. It is possible to add licensure endorsements through this process in all of the content areas.
 - o This was implemented beginning January 1, 2004.
- Hired prior to the first day of school of 2002-2003- Teachers with Elementary licensure teaching in middle school or junior high school, and teachers with Middle Level, Secondary, or K-12 specialty are licensure. When the term "highly-qualified teacher" who holds an Elementary K-8 license, who is teaching the core academic subjects in a public middle or junior high school in New Mexico who was hired prior to the first day of school of 2002-2003 or when the term "highly qualified teacher" is used with respect to any middle level (5-9), secondary (7-12) or specialty area (K-12) teacher teaching the core academic subjects in a public school in New Mexico who was hired prior to the first day of school of 2002-2003, it means that by June 30, 2006, the teacher:
- Holds at least a bachelor's degree (**AND**)
 - Has obtained full state licensure as a teacher, including licensure obtained through alternative routes, (**AND**)
 - Holds a license to teach in new Mexico (**AND**)
 - Has no licensure requirements waived on an emergency or temporary basis, or for any other reason, (**AND**)
 - Has demonstrated competency in the disciplines of language arts, or social studies, or math, or science by:
 - o Passing the content knowledge test(s) of the New Mexico Teacher Assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject area the teacher teaches (**OR**)
 - o Successfully completing an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches (**OR**)
 - o Completing Subject Area Competency HOUSE in the same manner as described above.

Rural Flexibility Rule

46 of 89 New Mexico school districts qualify for the rural flexibility provisions. Teachers in these districts will have until 2007 to be “Highly Qualified”.

Alternative Ways to Achieve Highly Qualified Status

The teachers who hold New Mexico teaching licenses but who may not meet the standards of being “highly qualified” are Elementary K-8 licensed teachers in one of the following two situations:

1. Teachers who never took or passed a teacher proficiency or content area licensure test in order to obtain their license, usually because they were first licensed in New Mexico prior to September, 1983 when licensure testing began **(OR)**
2. Teachers who are teaching in a middle school or junior high school outside of their subject area concentrations or major.
 - These teachers and any others who may need or want to do so, have four options to demonstrate that they are “highly qualified”.
 - Pass the appropriate New Mexico Teacher Assessments test for their situation.
 - If teaching in a middle school or junior high school, have at least 24 credit hours of coursework or an advanced degree in each subject the teacher teaches from a regionally accredited college or university.
 - Hold certification from the National Board of Professional Teaching Standards in the area in which they are teaching **(OR)**
 - Pass New Mexico’s High Objective Uniform Standard of Evaluation (HOUSE) in subject area competency. (See the steps in meeting the HOUSE requirements in previous “highly qualified” status.)

National Board Certified

- The New Mexico State Department of Education will utilize NBPTS Candidate Subsidy funds to support up to 37 candidates at 50% of the certification fee.
- Candidates are responsible for submitting the unsubsidized portion of the fee with their applications.
- The state of New Mexico will award their highest level certificate to any person who has obtained National Board Certification in an area corresponding to that for which certification is sought, provided the applicant also holds a comparable and valid certificate issued by any member state.
- Stipends are left up to local districts such as:
 - Albuquerque: Teachers who are board certified shall receive a differential of \$2,000 per year as long as the certificate is held.
 - Gallup: Will pay the certification fee for up to 5 teachers, provide professional leave days as well as technical and collaborative support, and provide a \$1,000 bonus to those candidates achieving National Board Certification.

New Teacher Support System- Mentoring

- The structured support systems are designed, implemented, and funded at the local district level.
- Since 2000, with support from the Legislature, districts have worked to develop and implement beginning teacher mentorship and induction programs to improve practical teaching abilities, knowledge, skills and performance and reduce teachers stress, burnout, and attrition.
- All 89 public school districts have an approved mentorship program on file with the State Department of Education for their beginning teachers.
- Under the new three-tiered licensure system approved by the New Mexico State Board of Education, all new teachers (Level 1) must complete a mentorship program in order to advance to Level II licensure.

State Teacher Standards

The teacher standards for New Mexico can be found at:

<http://www.ped.state.nm.us/standards/index.html>

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contact

Public Education Department

Educator Quality Division

Educator Ethics Bureau Rm 105

300 Don Gaspar

Santa Fe, NM 87501-2786

Voice: 505/827-4523

Member Web Site - <http://www.ped.state.nm.us>

Mr. James Ball, Director jball@ped.state.nm.us

New York

Licenses

New York issues the following types of certificates:

- Initial Elementary Certificate and Initial Secondary Certificate:
 - This certificate is valid for 3 years and may be extended 1 year with 24 semester hours of approved graduate study. The following are required for the Initial Certificate:
 - Requires completion of a baccalaureate teacher preparation program with a 2.5 GPA minimum.
 - Testing (see **Testing** on page NY - 4 for details).
 - Identification and Reporting of Suspected Child Abuse or Maltreatment workshop must be completed.
 - School Violence and Intervention workshop must be completed.
 - One year of foreign language.
 - National Board certification qualifies candidate for Initial Certificate without having to take Teacher Certification Exams.

- Professional Elementary Certificate and Professional Secondary Certificate:
 - This certificate remains valid by following districts' professional development plans based on a five-year cycle. The following are required for the Professional Certificate:
 - A Master's degree.
 - A minimum three years of teaching experience.
 - One-year mentored teaching experience.

- Modified Temporary License:
 - These licenses are only issued in "demonstrated shortage areas" for which no certified teacher is available for the position. They are valid for 1 year and issued to uncertified teachers who meet the following requirements:
 - Earned a bachelors degree.
 - Completed at least 27 semester hours of coursework required in the content core and/or pedagogical core.
 - Passed the New York State Teacher Certification Examination (NYSTCE).
 - Passed the Liberal Arts and Sciences Test (LAST).
 - In addition, local school district superintendents, or their equivalent, must certify that individuals with modified temporary licenses do not teach in schools in need of improvement or in violation of the requirements of the NCLB.

Certificate titles and grade levels are:

- Lower and Upper Elementary Grades:
 - Early Childhood Education Birth - Grade 2
 - Childhood Education Grades 1 - 6

- Middle Childhood Education Grades 5-9:
 - Generalist in Middle Childhood Education Grades 5 - 9
 - English Language Arts Grades 5 - 9
 - Mathematics Grades 5 - 9
 - Social Studies Grades 5 - 9
 - Biology Grades 5 - 9
 - Chemistry Grades 5 - 9
 - Earth Science Grades 5 - 9
 - Physics Grades 5 - 9
 - General Science Grades 5 - 9 Extension
 - American Sign Language Grades 5 - 9
 - Cantonese Grades 5 - 9
 - Chinese Grades 5 - 9
 - French Grades 5 - 9
 - German Grades 5 - 9
 - Greek Grades 5 - 9
 - Hebrew Grades 5 - 9
 - Italian Grades 5 - 9
 - Japanese Grades 5 - 9
 - Latin Grades 5 - 9
 - Mandarin Grades 5 - 9
 - Russian Grades 5 - 9
 - Spanish Grades 5 - 9
 - Urdu Grades 5 - 9

- Secondary Academic Subjects Grades 7-12:
 - English Language Arts 7 - 12
 - Mathematics Grades 7 - 12
 - Social Studies Grades 7 - 12
 - Biology Grades 7 - 12
 - Chemistry Grades 7 - 12
 - Physics Grades 7 - 12
 - Earth Science Grades 7 - 12
 - General Science Grades 7 - 12 Extension
 - French Grades 7 - 12
 - Spanish Grades 7 - 12
 - Latin Grades 7 - 12
 - German Grades 7 - 12
 - Russian Grades 7 - 12
 - Hebrew Grades 7 - 12

- Italian Grades 7 - 12
- Urdu Grades 7 - 12
- American Sign Language Grades 7 - 12
- Chinese Grades 7 - 12
- Cantonese Grades 7 - 12
- Mandarin Grades 7 -12
- Japanese Grades 7 - 12

- Special Subjects (All Grades:)
 - Visual Arts
 - Business and Marketing
 - Health Education
 - Family and Consumer Sciences
 - Technology Education
 - Music
 - Physical Education
 - Theater
 - Dance
 - Agriculture
 - Deaf and Hard of Hearing
 - Blind and Visually Impaired
 - Speech and Language Disabilities
 - Library Media Specialist
 - Educational Technology Specialist

- Literacy:
 - Literacy Birth - Grade 6
 - Literacy Grades 5 - 12

Testing

New York requires testing of all applicants of the Initial Certificate. The tests used are:

- Liberal Arts and Sciences Test (LAST)
 - Covers historical and social-scientific consciousness, scientific and mathematical processes, artistic expression and the humanities.
 - Format consists of 80 multiple choice questions and an essay question.
 - 220 is a “passing” score.

- Assessment of Teaching Skills (ATS-W)

- Offered in two forms: elementary and secondary (candidates for “All Grades” certificates may elect either).
 - Covers knowledge of the learner, instructional planning and assessment, instructional delivery, and the Professional environment.
 - Format consists of 80 multiple choice questions and an extended written response.
 - 220 is a “passing” score.
- Content Specialty Test (CST)
- Covers content in the subject or subjects that the corresponding certificate authorizes the holder to teach.
 - Format is typically multiple choice.
 - 220 is a “passing” score.

Majors and Minors

As of 02/02/04, teachers at the secondary level must have 36 semester hours in the area of certification and 18 semester hours in education courses. For science teachers a minimum of 18 semester hours must be in the subject of certification. Elementary teachers are required to have a concentration of 36 semester hours in liberal arts and science as well a 30 hours in education courses, of which 6 must be the teaching of reading.

All middle school teachers and high school teachers are required/supposed to teach in the area of their major. Many teachers under the previous certification system are teaching outside their majors. For example, in 2001-2002, New York City had 29% of its teachers either teaching subject matter outside their certification or had no certificate at all. Such practices are to be phased out statewide.

Renewal requirements

The Initial Certificate is not renewable.

The Professional Certificate needs to be renewed every 5 years. To renew the Professional Certificate requires completion of 175 clock hours of professional development during each five-year period. Earning National Board Certification will take the place of the 175 hour requirement for that 5 year renewal period. Acceptable forms of professional development are:

- Coursework in the teacher's content area of employment at regionally accredited institutions of higher education (One semester unit = 15 clock hours of professional development, one quarter unit = 10 clock hours of professional development).
- Opportunities approved and sponsored by the employing school or school district.
- Opportunities offered through a Board of Cooperative Educational Services (BOCES).
- Opportunities offered through a teacher resource and computer training center.
- Opportunities offered through a special education teacher resource center.
- Opportunities offered through an independent professional development service provider.

The Professional Certificate remains valid through successful completion of professional development. The professional development requires 175 clock hours in each 5 year cycle of the plan.

Composite degrees in Science and Social Studies – New York does use composite degrees in Social Studies and does offer a General Science Certificate in Science. The Social Studies program requires 42 semester hours in economics, government, and social studies, of which 36 are in history and geography.

Middle School

New York State law defines elementary as grades K - 6 and secondary as grades 7 - 12. “Middle Schools” in New York State have diverse grade level configurations. However, regardless of the grade configuration of a school, teachers instructing at the level of grade 7 and above are required to meet the definition of “highly qualified” for secondary school teachers

Student Teaching Requirements

New York requires 8 weeks of student teaching within the range of grades and subject area of the certificate sought. A minimum GPA of 2.5 is required. Some Teacher Preparation programs have a higher GPA requirement.

No Child Left Behind

- Elementary teachers who are new to the profession are “highly qualified” if they:
 - Have a bachelor's or higher degree; and
 - Have a New York State certificate (except Modified Temporary) for their teaching assignments; and
 - Demonstrate subject knowledge and teaching skills by passing two New York State Teacher Certification Examinations:
 - The Liberal Arts and Sciences Test (LAST) for subject knowledge; and
 - The Assessment of Teaching Skills – Written (ATS-W) for teaching skills.

- Elementary teachers who are not new to the profession are “highly qualified” if they meet the qualifications above, but they have some additional options. There are 2 options for demonstrating Subject Knowledge and Teaching Skills:
 - Subject knowledge and teaching skills may be demonstrated by successful completion of the “high objective uniform State standard of evaluation” (HOUSSE).
 - Subject knowledge and teaching skills may be demonstrated if teachers pass examinations other than the LAST and ATS-W to qualify for State certification or its local equivalent pursuant to the Education Law. Acceptable alternate examinations are.
 - If the combination of the National Teacher Examination (NTE) Communications Skills test and the NTE General Knowledge test were used to qualify for certification, they may be used in place of the LAST.
 - If the NTE Professional Knowledge test was used to qualify for certification, it may be used in place of the ATS-W.
 - If the Assessment of Teaching Skills-Performance (ATS-P) was used to qualify for certification, it may be used in place of the ATS-W.
 - If National Board Certification in elementary education or special education was used to qualify for certification, it may be used in place of the LAST and the ATS-W.

- Middle and secondary school teachers who are new to the profession (in the first year of their first certification) are “highly qualified” if they:

- Have a bachelor's or higher degree; and
- Have a New York State certificate for their teaching assignments; and
- Demonstrate subject matter competency for all core subjects they teach with one of the following:
 - A New York State Teacher Certification Examination (NYSTCE) Content Specialty Test (CST) in the subjects; or
 - An undergraduate major in the subjects; or
 - Coursework equivalent to a major (30 undergraduate or graduate semester hours) in the subjects; or
 - A New York State permanent or professional certificate in the subjects; or
 - A graduate degree in the subjects.
- Middle and secondary school teachers who are not new to the profession are “highly qualified” if they meet the qualifications in above, but they have some additional options.
 - There are 2 options for demonstrating Subject Matter Competency:
 - Subject matter competency may be demonstrated by successful completion of the “high objective uniform State standard of evaluation” (**HOUSSE***).
 - Subject matter competency may be demonstrated if teacher pass subject matter examinations other than the CST to qualify for State certification or its local equivalent pursuant to the Education Law. Acceptable examinations are in the list that follows.
 - If a National Teacher Examination (NTE) in a secondary subject was used to qualify for certification, it may be used in place of a Content Specialty Test (CST) in that subject.
 - If National Board Certification in a secondary subject was used to qualify for certification in that subject, it may be used in place of a Content Specialty Test in that subject.

- * **HOUSSE** - HOUSSE stands for High Objective Uniform State Standard of Evaluation. NCLB requires teachers to be *highly qualified*: possess a teaching license and demonstrate subject matter competency in each of the core academic subjects that a teacher teaches. The legislation defines several options for teachers to demonstrate subject matter competency (teacher tests, academic majors, advanced degrees, etc.). One of these options allows states to define a High Objective Uniform State Standard of Evaluation (HOUSSE) as an additional option.

State Law - Use of the terminology “Major Equivalency”

New York uses 30 undergraduate or graduate semester hours in core subject areas to define a teacher as highly qualified. New certification requirements (02/02/04) are more demanding (see **Majors and Minors** above).

National Board Certification

New York supports National Board Certification through the Albert Shanker Grant Program. Pending the reappropriation of funding in support of this effort, the New York State Education Department will award up to \$2000 to new National Board Certification candidates. Additional funding of up to \$500 may be available for supportive efforts (including up to 3 days expenses for substitute teachers.)

Also, pending appropriation, the New York State Education Department will utilize federal NBPTS Candidate Subsidy funds to support eligible candidates in amounts up to \$1,150. Qualified candidates will receive awards based on the earliest date complete application materials are received.

New Teacher Support System

Beginning teachers participate in the Mentor Teacher Internship Program. This program enables experienced teachers (mentors) in a district to provide guidance and support to beginning teachers (interns) in their first or second year of teaching. Research shows that when new teachers are mentored they are more likely to continue teaching. The mentoring program provides the opportunity for beginning teachers to enhance their skill while participating in a productive and supportive experience.

Essential components of these programs include but are not limited to:

- Joint development of these programs by school administration and local teachers' bargaining agents.

- Program focus on the mentor/intern relationship that develops through the project year, as the mentor guides the new teacher to self-assessment, professional confidence, and independence.
- Release time for mentor and interns to participate in mentoring activities
- Defined mentor selection process, including establishment of a mentor selection committee.
- Mentor training.
- Described activities for mentors and interns.
- Described role of principals in the program.
- Program evaluation.

Alternative Systems of Attaining a Teaching Certificate

The New York Board of Regents established multiple pathways to certification to welcome all qualified individuals into teaching. The major pathways are:

- Completion of a traditional teacher education program;
- Alternative teacher certification (ATC) through a State-approved ATC Program.
- Certification through an individual evaluation, the pathway that supplies the majority of new teachers in hard-to-staff subject areas such as math and science. Other pathways include reciprocity for out-of-state teachers, time-limited certificates for visiting lecturers and professors who pass teacher certification exams; time-limited certificates that enable selected teachers who have passed all their certification exams to complete their educational requirements; and certification by the National Board for Professional Teaching Standards.

State Teacher Standards

New York Standards for teachers are found at the website:

unix32.nysed.gov:9220/tcert/part52.21.htm

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contacts

New York State Education Department

Office of Teaching Initiatives

5N Education Building

Albany, NY

Phone: 518-474-3901

Website: www.nysed.gov/tcert/homepage.htm

North Carolina

Licensing

➤ *Types/Stages of Licensure*

○ **Initial License**

Initial license is issued for three years and is nonrenewable. An applicant must meet the requirements of at least a bachelor's degree from an approved program and a passing score on Praxis II test in subject area(s). The applicant must also complete the Induction program, including mentoring.

○ **Continuing License**

Continuing License is issued for five years and is renewable. An applicant must meet the requirements of at least a bachelor's degree from an approved program, a passing score on Praxis II test in subject area(s) and three years of successful teaching experience in North Carolina, including completion of the Induction program.

➤ *Out of State License*

○ **Initial Out of State license**

Initial is issued for one year and is nonrenewable. North Carolina belongs to the Interstate Certification Compact. An out of state applicant who meets all other requirements but does not meet North Carolina's test requirements will be issued this license.

➤ *Renewal Requirements*

The Continuing license is renewable upon completion of 15 renewal credits. (One semester hour equates to 1.5 renewal units, and one year of teaching/administrative experience equals one renewal unit.)

➤ *Alternative Systems of Attaining a Teaching License*

Lateral-entry teacher licenses are issued on a provisional basis that corresponds to the individual's academic study. Applicants for lateral-entry must:

- Be selected for employment by a North Carolina school system
- Hold at least a bachelor's degree from a regionally accredited institution in subject area they will be teaching or hold at least a bachelor's degree from an approved institution and have passed Praxis II testing for the license area
- Have a minimum GPA of at least 2.5

OR

- Have passed the Praxis I plus one of the following:
 - GPA of 3.0 in the major field of study
 - GPA of 3.0 in all courses of senior year
 - GPA of 3.0 on a minimum of 15 semester hours of courses (relating to teaching/subject area of licensure) completed over the last five years.

Testing

➤ *Testing Requirement*

Passing Praxis I: PPST test scores are required for admittance to an approved teacher education program. Praxis II: Subject Assessments or Specialty Area passing test scores are required for licensure. Applicants who have completed teacher education programs and have been fully licensed outside North Carolina must meet the same testing requirements as graduates of North Carolina education programs.

➤ *Testing History*

Effective July 1, 2000, licensure required satisfactory completion of a Performance Based Licensure (PBL) Program and one or more Praxis II: Subject Assessment or Specialty Area tests.

➤ *Types of Testing*

- **Content Area- (Scores-See Chart Following)**
 - **Praxis II: Principles of Learning and Teaching (PLT)**
The Principles of Learning and Teaching is a required test.
 - **Praxis II: Subject Assessment**
The Subject Assessment tests are required in education major or elementary areas. Elementary applicants are required to take the test listed for elementary level. Secondary applicants are required to take content area test(s) in the education major.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|--|-----------|
| Elementary Ed Content & Elem Ed Curriculum, Instruction & Assessments 1-6 | 313* |
| PLT: Grades K-6 | N/A |
| Middle School 5-8 English/LA | 145 |
| Middle School 5-8 Science | 134 |
| Middle School 5-8 Social Studies | 149 |
| Middle School 5-8 Math | 141 |
| Art Content & Art Making | 322* |
| Biology Content & Life Science: Pedagogy | 302* |
| Chemistry & Physical Science: Pedagogy | 307* |
| Composite Science General Science Content, Biology: Pedagogy or Physical Science: Pedagogy | 303* |
| Earth Science | 136 |
| Economics Social Studies: Content & Social Studies: Pedagogy | 320* |
| English Content & English: Pedagogy | 321* |
| Geography-Social Studies Content & SS Pedagogy | 320* |
| Government/Political Science- Social Studies Content & SS Pedagogy | 320* |
| History-Social Studies Content & SS Pedagogy | 320* |
| Math Content & Pedagogy | 281* |
| Music Content & Concepts and Processes | 299* |
| Physics | 510 |
| Social Studies Comprehensive Content & Pedagogy | 320* |
| Spanish Content & Language Skills | 327* |

* NC license for these areas require a combined score for the two tests. There are no minimum scores.

- **Basic Skills-**

- **Praxis I- PPST**

- The Praxis I: PPST test of reading, writing and math skills is used with passing scores of reading 176, writing 173, and math 173.

- ***Tests in every area or in core area***

- North Carolina tests extend beyond the core area and cover nearly every area of licensure.

Majors & Minors

- ***Major-***

- **Semester Hours**

- Requirements vary by major and institution. Twenty-four semester hours are considered the equivalent to an academic major.

- ***Minor-***

- **Semester Hours**

- The credits required for a minor range from 18-24 semester hours.

- **Current Use of Minor**

- Individuals may teach out-of-field in a subject area for which they do not have an academic major.

- **2006 Use of Minor**

- Individuals with a initial or continuing NC teaching license who have been teaching out-of-field in a subject area for a minimum of three years may be issued a clear license in that subject area based on the recommendation of the employing LEA and principal, and completion of one of the following:

- the NC HOUSSE in the subject area
 - 24 semester hours in the subject area
 - the Praxis II exam required for the subject area.

Composite Degrees

- ***Semester Hours***

- Requirements varied by major and institution.

➤ *Currently in use*

A “broad field” science degree has been a licensure area in the past and is considered to meet highly qualified status therefore it will continue to be accepted. A broad social studies license is available but no information was found on its highly qualified status.

Middle School

➤ *Middle School Definition*

Middle School is defined as grades 6-9.

➤ *Current Teaching Qualifications*

Under current regulations a teacher must have an Initial or Continuing NC License and have at least 18 credits in the subject area they are teaching.

➤ *2006 Teaching Qualification*

○ **A new Middle School Teacher must:**

- Hold a middle school or secondary license in a teaching area required for each teaching assignment;

AND

- Pass the required Praxis II test for each academic subject; OR
- Have coursework equivalent to an undergraduate major (24 semester hours) in the content area taught; OR
- Hold a graduate degree in the content area taught; OR
- Have master’s level licensure or above in the content area taught; OR
- Hold National Board of Professional Teaching Standards (NBPTS) certification in the content area taught.

○ **An experienced Middle School Teacher must:**

- Hold a middle school or secondary license in a teaching area required for each teaching assignment;

AND

- Pass the required Praxis II test for each academic subject; OR
- Have coursework equivalent to an undergraduate major (24 semester hours) in the content area taught; OR
- Hold a graduate degree in the content area taught; OR
- Have master's level licensure or above in the content area taught; OR
- Hold National Board of Professional Teaching Standards (NBPTS) certification in the content area taught; OR
- Complete NC HOUSSE. *See Additional Resources NC HOUSSE

Student Teaching Requirement

➤ ***Number of Weeks***

A minimum of ten weeks of student teaching experience is required.

➤ ***Minimum GPA***

A cumulative GPA of 2.5 is required to enter into teacher education programs.

NCLB

➤ ***In order to be considered “highly qualified” under NCLB, a teacher must:***

- Be fully certified and/or licensed by the state
- Hold at least a bachelor's degree

➤ ***Requirements for Veteran Teachers***

- **An experienced secondary teacher must:**
 - Hold a secondary license in a teaching area required for each teaching assignment;
 - AND
 - Pass the required Praxis II test for each academic subject; OR
 - Have coursework equivalent to an undergraduate major (24 semester hours) in the content area taught; OR
 - Hold a graduate degree in the content area taught; OR

- Have master's level licensure or above in the content area taught; OR
 - Hold National Board of Professional Teaching Standards (NBPTS) certification in the content area taught; OR
 - Complete NC HOUSSE. *See Additional Resources NC HOUSSE
- **An experienced elementary teacher must:**
 - Hold an appropriate license for the core academic subjects taught;
 - AND
 - Pass the Praxis II exams required for the license; OR
 - Complete NC HOUSSE *See Additional Resources NC HOUSSE

➤ *Requirements for New Teachers as of July 2006*

- **A new secondary teacher must:**
 - Hold a secondary license in a teaching area required for each teaching assignment;
 - AND
 - Pass the required Praxis II test for each academic subject; OR
 - Have coursework equivalent to an undergraduate major (24 semester hours) in the content area taught; OR
 - Hold a graduate degree in the content area taught; OR
 - Have master's level licensure or above in the content area taught; OR
 - Hold National Board of Professional Teaching Standards (NBPTS) certification in the content area taught
- **A new elementary teacher must:**
 - Hold an appropriate license for the core academic subject taught;

AND

- Pass the required Praxis II test

➤ ***Rural Flexibility Rule***

Counties that meet federal definition for the Small, Rural School Achievement Program are eligible for the rural flexibility. This flexibility allows newly employed teachers teaching, but not “Highly Qualified” in multiple subject area, to have until June 30, 2007, to meet “Highly Qualified” requirements in all the subject areas in which they teach.

➤ ***Use of Portfolios***

A portfolio system is not being used. Performance evaluation and classroom experience are the HOUSSE types being used. For information on North Carolina’s system see Additional Resources- NC HOUSSE.

Terminology “Major Equivalency”

Twenty-four semester hours of coursework in one academic area is considered the equivalent to an undergraduate major.

National Board Stipend

North Carolina pays the certification fee upfront and provides up to three days of release time to allow candidates time for portfolio and assessment center exercises preparation. The legislation also provides a 12 percent salary increase to a teachers’ state-paid salary for those who achieve National Board Certification.

New Teacher Support System-mentoring

Since 1986, North Carolina has been a leader in the training of mentor teachers. An initial license is issued to new teachers and they must complete the Induction program, including mentoring to be eligible for a continuing license.

Teacher Standards

The Teacher Education program approval standards for all areas can be found at <http://www.learnnc.org/dpi/instserv.nsf/index/>.

State Contacts

North Carolina Department of Public Instruction
Licensure Section
301 N Wilmington St
Raleigh, NC 27601-2825
Web Site <http://www.dpi.state.nc.us/employment.html>
Email ksullivan@dpi.state.nc.us

North Dakota

Licensing

➤ *Types/Stages of Licensure*

○ **Professional Initial License**

Initial license is issued for two years, and is renewable. The requirements for this license are: bachelor's degree or higher; teacher preparation program including student teaching from an accredited college approved for teacher training; letters of experience signed by supervisors; a course in Multicultural Education and Native American Studies; minimum 2.5 GPA and passing score on PPST test.

- Elementary School License requires 34 semester hours of professional education credits including student teaching.
- Secondary School License requires 26 semester hours of professional education credits including student teaching, AND a major or minor in area of instruction.

○ **Five-Year License**

License issued for five years, and is renewable. Must satisfy requirements for two year license; have 18 months of contracted teaching experience in North Dakota; and three positive recommendations by supervisors.

➤ *Out of State License*

○ **Interim Reciprocal**

An Interim/Out of state license is issued for two years to individuals who hold a valid license from another state but have not met the ND standards and rules. A plan of study is developed for each individual indicating the coursework needed. The individual has a total of four years to complete all requirements. North Dakota belongs to the Interstate Certification Compact. All applicants must have passing Praxis I: PPST scores and minimum overall GPA of 2.5.

➤ *Renewal Requirements*

Five-Year License renewal requires four semester hours of coursework with each renewal, 30 days contracted teaching, and three recommendations.

➤ ***Alternative Systems of Attaining a Teaching License***

- **Interim/Emergency**
Emergency license is issued for one year in a documented shortage area. License is initiated by a letter from the local school administrator indicating the search for a qualified applicant and the desire for this license to be issued. Requirements include the completed application, a bachelor of arts degree in a content area, and a plan of study from the college of education where the applicant will complete eight semester hours each year toward the teaching degree.
- **Interim/Substitute**
Substitute license is issued for one year in a documented shortage area to individuals with a bachelor of arts degree. Local school administrator letter and a letter from applicant indicating they will not sign a contract and are only filling in during shortage initiate license.
- **Re-entry**
Re-entry license is issued for two years to individuals who have been out of the teaching field for more than five years, or to out of state applicants who have not completed at least four semester hours of reeducation credit within the past five years. Eight semester hours of reeducation is required if the applicant signs a contract during the license period.

Testing

➤ ***Testing Requirement***

Passing scores on the Praxis I: PPST test are required for initial licensure in North Dakota.

➤ ***Testing History***

The Praxis I: PPST testing requirement was implemented on July 1, 2002.

➤ ***Types of Testing***

- **Content Area-(Scores-See Chart Following)**
Praxis II: Subject Assessment tests are currently being researched with test codes and cut score under development. As of July 1, 2006 the Praxis II: Subject Assessment will become a requirement for initial licensure.

Test Score To Be Determined- State Teacher Assessment Cut off Scores

Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | □58 |
| PLT: Grades K-6 | □62 |
| Middle School 5-8 English/LA | 157□ |
| Middle School 5-8 Science | □45 |
| Middle School 5-8 Social Studies | □52 |
| Middle School 5-8 Math | □48 |
| Art | □ |
| Biology | □ |
| Chemistry | □ |
| Composite Science | □50 |
| Earth Science | □ |
| Economics | □ |
| English | □51 |
| Geography | □ |
| Government/Political Science | □ |
| History | 151□ |
| Math | □39 |
| Music | □ |
| Physics | □ |
| Social Studies | □ |
| Spanish | □55 |

Test Score To Be Determined- State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 158 |
| PLT: Grades K-6 | 162 |
| Middle School 5-8 English/LA | |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | |
| Biology | |
| Chemistry | |
| Composite Science | |
| Earth Science | |
| Economics | |
| English | |
| Geography | |
| Government/Political Science | |
| History | |
| Math | |
| Music | |
| Physics | |
| Social Studies | |
| Spanish | |

- **Basic Skills-**

- **Praxis I- PPST**

- The Praxis I: PPST test is required for licensure. Passing scores for the categories are Reading 173, Writing 173 and Mathematics 170.

- ***Tests in every area or in core area***

- Tests are currently under development for the core areas.

Majors & Minors

- ***Major-***

- **Semester Hours**

- A major in North Dakota consists of 32 semester hours.

- ***Minor-***

- **Semester Hours**

- A minor equivalency in North Dakota consists of 16 semester hours.

- **Current Use of Minor**

- A teacher can currently instruct in the area of their minor.

- **2006 Use of Minor**

- A teacher will not be able to teach in a core subject area if they do not have a major in that subject. A teacher will need to apply credits, equivalency or HOUSSE portfolio to create major equivalencies from minors, or pass the Praxis II: Subject Assessment.

Composite Degrees

- ***Semester Hours***

- A composite major in North Dakota requires 42 semester hours.

- ***Currently in use***

- The composite major is currently accepted for teacher licensure in North Dakota.

Middle School

- ***Middle School Definition***

- A middle school is defined as grades 5-8 in North Dakota.

- ***Current Teaching Qualifications***

A current middle school teacher must have sixteen semester hours in each core subject they teach.

➤ ***2006 Teaching Qualification***

○ **A new Middle School Teacher must:**

- Have 24 semester credit hours in each core area being taught
- Meet or exceed minimum Praxis II: PLT score
- Meet or exceed minimum Praxis I: PPST score

○ **An experienced Middle School Teacher must:**

- Have a major in each core area they teach, OR
- Have 16 semester credit hours in each core area, OR
- Pass a Praxis II: Subject Assessment test for each core area, OR
- Complete HOUSSE portfolio for major equivalency in each subject area

Student Teaching Requirements

➤ ***Number of Weeks***

North Dakota requires ten weeks of student teaching.

➤ ***Minimum GPA***

A minimum 2.5 GPA is required in the state of North Dakota for licensure.

NCLB

➤ ***In order to be considered “highly qualified” under NCLB, a teacher must:***

- Have obtained full state certification as a teacher or passed the state teacher licensing examination and hold a license to teach in the state, and does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis;
- Hold a minimum of a bachelor’s degree; and
- Have demonstrated subject area competencies in each of the academic subjects in which the teacher teaches in a manner determined by the State and in compliance with Section 9101 (23) of ESEA.

➤ ***Requirements for Veteran Teachers***

- **An experienced secondary teacher must:**
 - Have a major or major equivalency in each core area they teach, OR
 - Pass a Praxis II: Subject Assessment Test, OR
 - Prove competency through HOUSSE Portfolio toolkit

- **An experienced elementary teacher must:**
 - Have a elementary major or an endorsement in elementary education or a major in early childhood education, OR
 - Pass a Praxis II: Subject Assessment Test, OR
 - Prove competency through HOUSSE Portfolio toolkit

➤ ***Requirements for New Teachers as of July 2006***

- **A new secondary teacher must:**
 - Have a major or major equivalency in each core area
 - Pass a Praxis II: Subject Assessment content test

- **A new elementary teacher must:**
 - Have a major including grades 1-3
 - Pass a Praxis II: Subject Assessment Test, and
 - Pass a Praxis II: PLT test

➤ ***Rural Flexibility Rule***

A district must qualify for eligibility for the small, rural school achievement program then may employ a middle or high school teacher who is not highly qualified in all core academic subjects taught by the teacher if

- the teacher is highly qualified in at least one core academic subject taught by the teacher;

- the district provides professional development and other assistance to the teacher that is intended to result in the teacher becoming highly qualified in all core academic subjects taught by the teacher within the time allowed under this section; AND
- the district requires the teacher to become highly qualified in all core academic subjects taught by the teacher

➤ ***Use of Portfolios***

A HOUSSE portfolio is being used in North Dakota to enable teachers to become highly qualified.

Terminology “Major Equivalency”

A major equivalency in North Dakota consists of 24 semester hours.

National Board Stipend

Seventeen partial fee grants are awarded each year, however no additional stipend is offered. A teacher with National Board Certification may receive a stipend from the State’s Professional Development fund (with the authorization of the local school district superintendent) in an amount not to exceed the allocation for each district.

New Teacher Support System-mentoring

North Dakota is in the process of creating a state mandated mentoring program.

Teacher Standards

Teacher Education Program approval standards in eight content areas can be found at <http://www.state.nd.us/espb>.

State Contact

Education Standards and Practices Board
600 E. Boulevard Ave. Dept 202
Bismarck, ND 58505-0080
(701)328-1659
Web Site <http://www.state.nd.us/espb/>
Email jwelk@state.nd.us

Ohio

Licensing

Ohio's current standards for teacher licensure went into effect January 1, 1998. This date marked the beginning of a transition from certification to licensure in the state credentialing process for teachers. During the decade prior to January 1, 1998, teachers could apply for provisional, professional or permanent certificates, depending upon their qualifications. See also http://www.ode.state.oh.us/Teaching-Profession/Teacher/Certification_Licensure/Standards/

➤ **Names, Types, & Lengths**

Provisional Teacher License (valid for two years)

Professional Teacher License (valid for five years)

Middle Childhood License (valid for teaching learners grade 4-9)

Adolescence to young Adult License (valid for teaching learners grade 7-12)

➤ **In-State versus Out-State Requirements** – Educators not employed in Ohio schools may apply for renewal with evidence of six semester hours of coursework related to classroom teaching.

Applicants who meet any of the following criteria are required to successfully complete applicable portions of the NTE/Praxis II:

Began college coursework AFTER July 1, 1987

OR

Began coursework requirements PRIOR to July 1, 1987, but did not complete certification requirements until AFTER July 1, 1991,

OR

Are adding an area to an existing certificate or seeking a new certificate (program completed after July 1, 1991).

➤ **Renewal Requirements** – Provisional License –

Completion of three semester hours relevant to classroom teaching.

Professional License – Six semester hours of coursework related to classroom teaching and/or area of licensure or eighteen continuing education units (180 contact hours) related to classroom teaching or area of licensure. Second renewal shall require the completion of a master's degree, or thirty semester hours of graduate credit.

➤ **Alternative Systems of Attaining a Teaching License –**

Conditional/Alternative Paths to Teacher Licensure:(requirements for grades 7-12).

Conditional teaching permit: Baccalaureate degree; background check; pass Praxis I; complete 15 semester hours in the teaching area; complete six semester hours with GPA 2.5 or higher. Permit (one-year non-renewable) is issued at request of employing school district; structured mentoring program; agrees to complete three semester hours of coursework in content area; applicant agrees to seek an Alternate Educator License at the end of the school year.

Alternate Educator License: Provide the additional three semester hours; pass Praxis II content area test; complete six semester hours of professional education coursework within the past five years. License (two-year non-renewable) is issued on verification of employment by school district.

Testing

➤ **Required for Initial Licensure –**

PPST Reading 173

PPST Writing 172

PPST Mathematics_172

All Classroom Teachers - Select the Principles of Learning and Teaching test appropriate for your license. The following licenses are exempt from taking the test: Early Childhood (P-3), Early Childhood Intervention Specialist.

Principles of Learning & Teaching: Grades K-6 168

Principles of Learning & Teaching: Grades 5-9 168

Principles of Learning & Teaching: Grades 7-12 165

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | |
| PLT: Grades K-6 | 168 |
| Middle School 5-8 English/LA | 156 |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | 151 |
| Middle School 5-8 Math | 143 |
| Art | 157 |
| Biology | 158 |
| Chemistry | 153 |
| Composite Science | |
| Earth Science | 151 |
| Economics | |
| English | |
| Geography | |
| Government/Political Science | |
| History | |
| Math | |
| Music | 154 |
| Physics | |
| Social Studies | |
| Spanish | 160 |

➤ **How Long Have They Been Testing-**

Ohio implemented tests for teacher licensure in 1991, using the Educational Testing Service's Praxis II tests. The State Board of Education adopted passing scores that an individual must meet to qualify for an initial Ohio teacher license. In September 1999, the State Board of Education raised the required passing scores on tests of professional knowledge and content knowledge.

Ohio is one of the first states in the nation to use Praxis III as a licensure requirement. The Praxis III performance-based assessment was adopted with the new Ohio Standards for Teacher Education and Licensure in 1996. The new standards were implemented in 1998, making the "Class of 2002" (those who began their teaching careers in the fall of 2002) as the first to be required to pass this test in order to qualify for Ohio professional licensure.

➤ **What Kinds of Tests Are Used –**

Praxis I; Praxis II; Praxis III

- Content Area

Refer to:

http://www.ode.state.oh.us/teachingprofession/teacher/Educator_Preparation/news.asp

(social studies, early childhood, middle childhood mathematics).

- Basic Skills

Refer to:

http://www.ode.state.oh.us/teachingprofession/teacher/Educator_Preparation/news.asp

➤ **Tests in Every Area Or In Core Areas**

Ohio does not test in every area.

Major & Minor

➤ **Semester Hours for Each Major**

30 semester hours

The state of Ohio requires that for licensure the educator has met the specific requirements for licensure in the curriculum area. They do not require a certain amount of hours for a major or minor. This is based on the university/college requirements.

➤ **Still Using a Minor**

Ohio does not allow teaching in the minor area.

Composite Degrees in Science & Social Studies

➤ **Semester Hours –**

Integrated Social Studies (grade 7-12) – major in history (36 sem hrs) plus 28 sem hrs in related social studies disciplines for a total of 64 sem hrs

Earth Sciences (7-12) based on a major in Geology (at least 29 sem hrs) plus coursework in related sciences for a total of at least 52 sem hrs in the sciences.

Life Sciences (7-12) based on a major in Biology (42 sem hrs plus coursework in related sciences (29 sem hrs) for a total of 71 sem hrs in the sciences.

➤ **Still Using Them –** (see above)

Middle School

➤ **Grades Used in Middle School**

Grades 4-9

➤ **Teaching Qualifications Now & In July 2006**

Requires preparation in two of the following teaching fields: reading/language arts, mathematics, social studies, and science. (For example, a student who wanted to teach English at the secondary level would take a minor in Education and a major in a core subject area)

Student Teaching Requirements

➤ **Number of Weeks Required**

15 weeks

➤ **Minimum Grade Point Average**

2.5 GPA or higher

No Child Left Behind -

- **Definition of Highly Qualified** - The timeline for meeting this requirement is contingent upon two elements: (1) the date of employment and (2) whether the teacher is working in a program supported by Title I funds (targeted assistance or school-wide).

A highly qualified teacher at the elementary level (K-6) is one who holds at least a bachelor's degree and has full state certification through a Provisional or Professional Teaching License for PreK-3, 4-9, or Provisional, Professional, or Permanent Certificate 1-8, K-8, K-3, PreK-3, 4-9, or K-12.

A highly qualified teacher at the middle and secondary levels (grades 7-12) is one who holds at least a bachelor's degree and holds full state certification through a Provisional or Professional teaching license for Middle Childhood 4-9, or Adolescent to Young Adult 7-12, or Provisional, Professional, or Permanent Certificate 1-8, K-8, 4-9, K-12, or 7-12, for each teaching assignment.

Generally, teachers who entered the profession in 1991 or later in Ohio rank as "highly qualified" as long as they are teaching in the subject area for which they trained. See also

http://www.ode.state.oh.us/esea/superintendent/web_docs/Highly_Qualified_Teachers.asp

- **Requirements for Veteran Teachers** – Meet the following requirements by 2006:
 1. Have an individual professional development plan approved by the local professional development committee that includes a plan to complete by 2006 at least ninety (90) clock hours of high quality professional development (as defined in No Child Left Behind, Section 9101) well distributed over the following areas: grade appropriate academic subject matter knowledge, teaching skills, and state academic content standards.
 2. Upon completion of the 90 clock hours submit documentation to the Local Professional Development Committee that includes a description of the content of the activities, the contact hours, and documentation of attainment of learning by the teacher.
(The Local Professional Development Committee established in every Ohio school district) has a membership of at least three classroom teachers, one principal, and one other employee appointed by the district superintendent. The LPDC will determine if the individual professional development plan includes appropriate professional development activities consistent with the highly qualified teacher definition and the definition of high quality professional development.)
 3. Convert to a five-year professional license by 2006.
- **Requirements for New Teachers as of July 2006**

New teachers will have to complete 12 semester hours of reading training, including three hours of phonics. In addition, the courses teachers take to renew their licenses have to be related to the subject they teach. A second important change in 2002-2003 was the implementation of a performance-based assessment for all newly licensed teachers. Ohio is one of the first states to require this type of assessment as a requirement for progressing from the two-year provisional license to the five-year professional license. The State Board of Education has adopted the Educational Testing Services' Praxis III test. This assessment involves a pre-conference, classroom observation, and post-conference by a master teacher from

another district who has successfully completed the training required to become a state-approved Praxis III Assessor.

➤ **Rural Flexibility Rule – What Are They Doing?**

About one-half of the school districts qualify under the rural flexibility rule. Ohio will study the test scores for 4th and 8th grade students and realign the curriculum according to the test results. Identify at-risk problems at an early stage and intervene with appropriate programs for the students. A basic intervention is summer school for students that need additional assistance.

➤ **Use of Portfolios**

All teaching license students are expected to maintain a portfolio while completing their professional coursework and field experiences. The portfolio will evolve from a working portfolio to a professional portfolio and finally to an employment portfolio. In it, students are responsible for housing various required and optional artifacts that demonstrate their level of competency in 12 areas.

State Law – use of Terminology “Major Equivalency”

Equivalent of an Academic Major:

The equivalent of an academic major is 30 semester hours in content that was not declared as a major.

National Board – Paying a Stipend?

- Pays \$2,300 application fee for the first 600 qualified teachers who apply in fiscal year 2000 and first 800 applications in fiscal year 2001.
 - Awards annual \$2,500 stipends to those receiving the certification. The stipend continues for the 10 year life of certificate, with biennial approval of the legislature.
 - Provides up to \$300,000 each fiscal year to support the connection of teacher applicants to programs including university programs that enhance applicant learning and professional development during the National Board Certification process

New Teacher Support System

The Entry Year Program shall include both a formal program of support, including mentoring to foster professional growth of the individual, and

assessment of the performance of the beginning teacher. The Entry Year Program is a way of providing direct assistance to Ohio's beginning teachers via mentors who will offer the support necessary to help them meet classroom challenges. This program also provides a means of assessing the performance of a new teacher.

Ohio FIRST is a new mentoring approach to work with for Entry Year Teachers. As a Pathwise Induction Program in the Praxis III version, these summer training opportunities are targeted only for those educators who have been training in the Pathwise system.

State Teacher Standards

The teacher standards for Ohio can be found at:

http://www.ode.state.oh.us/Academic_Content_Standards/default.asp

Refer to the state Teacher Standards Matrix on page for an overview of the findings.

State Contact

Ohio Department of Education
25 South Front Street
Columbus, Ohio 43215-4183
1-(877)-644-6338

URL: <http://www.ode.state.oh.us/centers/Default.asp>

Oklahoma

License

- **Names, Types, & Lengths of teacher licenses** – Teaching license valid for 1 year---standard teaching certificate valid for 5 years--- 1 or 2 year teaching certificates for out-of-state applicants
- **Out-of-state applicants** may receive a 2-year Provisional Certificate in matching areas and must meet the requirements of the residency committee.
- **Renewal Requirements** - Oklahoma State Department of Education
 - **Standard certificate.**
 - **To renew a standard certificate** a teacher must submit the appropriate application, pay the appropriate fee, and complete one of the following options:
 - **Option I**—the applicant shall have completed a minimum of three (3) years of school experience in an accredited school during the five (5) year validity of the standard certificate. Applicants who have completed fewer than three (3) years of school experience may substitute coursework in professional education and/or specialization from an accredited college or university for each year of experience they are lacking at the following rate: with two (2) years of experience, complete three (3) semester hours; with one (1) year of experience, complete four (4) semester hours; or with zero (0) years of experience, complete five (5) semester hours. College credit must be completed within the five (5) year period immediately preceding the date of application for renewal. Teachers who teach one-half day in an accredited school each school year for the five (5) year validity period of their certificate may renew a standard certificate. The following provisions apply if the certificate has been expired more than five (5) years: If the certificate has been expired for more than five years and the teacher was certified in and teaching in another state and has three years of experience within the five year period immediately preceding the date of application for renewal the experience will apply toward renewal.
 - **Option II**—a teacher or administrator who is not employed as a teacher or administrator and holds a valid Oklahoma Standard Teaching Certificate may satisfy requirements for renewal of the Standard Teacher Certificate by completing 75 points in professional development programs, conferences and seminars approved by a public school

district. A combination of professional development points, higher education credits and/or teaching experience may also be used for renewal of a valid standard teaching certificate. Only programs, conferences and seminars recognized for professional development credit by an Oklahoma public school district at the time the teacher attends the programs, conferences or seminars may be used to fulfill the renewal requirement. The individual seeking certification renewal is responsible to maintain his/her professional development attendance forms to submit to the State Department of Education. Exact combinations of professional development points, college credit hours and years of teaching experience will be determined by the Professional Standards Section of the State Department of Education.

- **Option III**-Issue a two-year certificate immediately and then complete the following requirement. Successful employment for one year in an Oklahoma accredited school or accredited college or university. An administrator will provide supervision and a teacher or colleague will provide assistance as needed. Ultimately, certification is contingent on the district or college/university-level evaluation of the candidate. School experience, for purposes of renewing a standard certificate, is experience as a teacher, supervisor, or administrator in a school, college, or university accredited by either a state board of education or state board of regents.
- **Professional certificates.** A professional certificate may be renewed if it has not been expired for more than five (5) years and renewal requirements are met. To renew a professional certificate the applicant must submit the appropriate application and pay the appropriate processing fee. (2) The applicant must have completed a minimum of five (5) years of school experience in an accredited school during the seven (7) year validity period of the certificate. Applicants who have fewer than five (5) years of school experience during the validity period of their professional certificate may substitute coursework in professional education or specialization from an accredited college or university for each year of school experience they are lacking at the following rate:
 - With four (4) years of experience, complete three (3) semester hours;
 - With three (3) years of experience, complete four (4) semester hours;
 - With two (2) years of experience, complete five (5)

- semester hours;
 - With one (1) year of experience, complete six (6) semester hours; or
 - With zero (0) years of experience, complete seven (7) semester hours.
 - Teachers who teach one-half day in an accredited school each school year for the seven (7) year validity period of their certificate may renew a professional certificate.
 - The issuance of new professional certificates will be discontinued after December 31, 1988. Individuals holding a valid professional certificate on December 31, 1988, will be allowed to retain that certificate by meeting renewal requirements.
 - School experience, for purposes of renewing a standard certificate, is experience as a teacher, supervisor, or administrator in a school, college, or university accredited by either a state board of education or state board of regents.
- **Licenses. Licenses, provisional certificates.**
 - A license will be in renewable status until conclusion of the Residency Program, at which time a recommendation regarding certification will be made. A license cannot be reissued to an individual who has served two (2) years in the residency program without receiving the residency committee's recommendation for a certificate.
 - Application for reissuance of a license shall be submitted directly to the State Department of Education along with the appropriate processing fee.
- **Non-Career Tech provisional certificates.** Non-Career Tech provisional certificates may be renewed if requirements outlined by the State Department of Education toward meeting requirements for a standard certificate are met during the term of validity of the provisional
- **Career Tech provisional certificates.** Career Tech provisional certificates may be renewed if requirements outlined by the State Department of Education and/or the Oklahoma Department of Career and Technology Education toward meeting requirements for a standard certificate are met during the term of validity of the provisional certificate.

➤ **Alternate methods of certification**

- Teacher Competency Review Panel
- Beginning July 1, 1997, Oklahoma law created the Teacher Competency review Panel to make recommendations to the State Board of Education for the licensure and certification of people who have not graduated from an approved teacher education program in the state, or who have never held a standard teaching certificate in the state, or who are not currently certified to teach in another state.

- According to the state regulation, "No person shall be certified to teach pursuant to the provisions of this section unless the person holds at least a baccalaureate degree from an accredited institution of higher education, has successfully completed the required competency tests, and has been assessed by and received a favorable recommendation from the Teacher Competency Review PanelThe State Board of Education shall assess candidates seeking certification to teach through the recommendation of the Teacher Competency Review Panel fees for this service in an amount sufficient to fully fund the duties of the Teacher Competency Review Panel."
- Applicants who do not receive a favorable recommendation from the panel may appeal to the State Board of Education.

- Alternative Placement Program
- **MOTIVATION**
- To meet teacher shortages and expand the areas in which degreed, but non-certified, individuals possessing exceptional expertise can become certified.
- **GRADE LEVELS AND/OR SUBJECT AREAS COVERED**
- Elementary-Secondary (grades PK-12); Secondary (grades 6-12); Career-Technology (6-12). Does not include early childhood education (PK-3) and elementary education (1-8).
- **WHO OPERATES** - Operated under guidance from the State Board of Education through the Professional Standards Section of the State Department of Education. The Teacher Competency Review Panel was created by the state legislature in 1997.
- **REQUIREMENTS TO ENTER PROGRAM**
- Pre-requisites
- Prior to beginning work, an individual must meet the following conditions
- Hold a baccalaureate degree from an institution whose accreditation is recognized by the Oklahoma State Regents for Higher Education;
- Have completed a major in a field that corresponds to an area of specialization for an elementary-secondary, secondary, or career-technology certificate;
- Have passed the competency test in the subject area of specialization for which certification is sought and passed the general education test;

(Note: The professional education competency test may be taken after receiving a license, but would be required for a standard, five-year certificate)

- Have provided documentation of at least two years of work experience which is related to the subject area of specialization if the person has only a baccalaureate degree with no post-baccalaureate work in a related area. The State Board of Education may grant an exception to the requirements for licensure and certification and, upon demonstration by the individual of competency in the area of specialization, may grant a license or certificate to the individual.
- The applicant must declare the intent to earn a Standard Certificate in not more than three years;
- Have on file a plan for meeting standard certification requirements within three years; and
- File appropriate application and fee with the Professional Standards Section of the State Department of Education.
- PROGRAM DESCRIPTION
- In addition to meeting the prerequisites, the applicant must never have been denied admittance to a teacher education program approved by the Oklahoma State Regents for Higher Education, the North Central Association of Colleges and Schools, or the Oklahoma State Board of Education, nor have enrolled in and subsequently failed courses necessary to successfully meet the minimum requirements of such a program.
- Qualified applicants must declare the intention to seek employment as a teacher at an accredited public school district in the state and have on file a plan for meeting certification requirements of the Alternative Placement Program.
- Applicants who have no previous teaching experience must participate in the Resident Teacher Program with the same duties and responsibilities as other Resident Teacher program participants. Participants will have three years in which to complete a block of up to 18 semester hours or 270 clock hours of professional education. The required hours may be reduced proportionately by either advanced degrees, work experience, or a combination of both. In no instance, however, will the required number of hours be reduced to less than 6 semester hours or 90 clock hours.
- Participants will have three years to pass the professional educational competency test.
- The license is valid for one year, but can be renewed.
- The program waives requirements of pre-student teaching field experiences, as well as student teaching.
- NUMBER OF CREDIT HOURS TO COMPLETE A maximum of 18 semester hours or 270 clock hours of professional education courses are required for completion.

- The Professional Standards Section of the State Department of Education conducts evaluations of credentials presented in this program.
- LENGTH OF TIME - Participants have a maximum of three years to complete the requirements for standard certification.

Testing

- Oklahoma has been **testing** for teacher certification since 1982. Oklahoma uses the Praxis I and the PPST to get into the teacher education program. The minimum scores are **reading 173, math 171, and writing 172**. The Oklahoma General Education Test, Oklahoma Subject Area Test, and the Oklahoma Professional Teaching Examination are required for licensure. Oklahoma tests in every area.

Majors & Minors

- Oklahoma is competency based so they do not have a specific number of hours for **majors**. The universities decide if competencies are met for a major. **Minors** are not licensed in Oklahoma. They can obtain certification by passing a subject area test.

Composite Degree

- Composite Degrees in Science & Social Studies – (see section on Alternate licenses)

Middle School

- Middle school is considered to be grades 6-8 in Oklahoma.
- Teaching Qualifications now & in July 2006 (see definition of Highly Qualified)

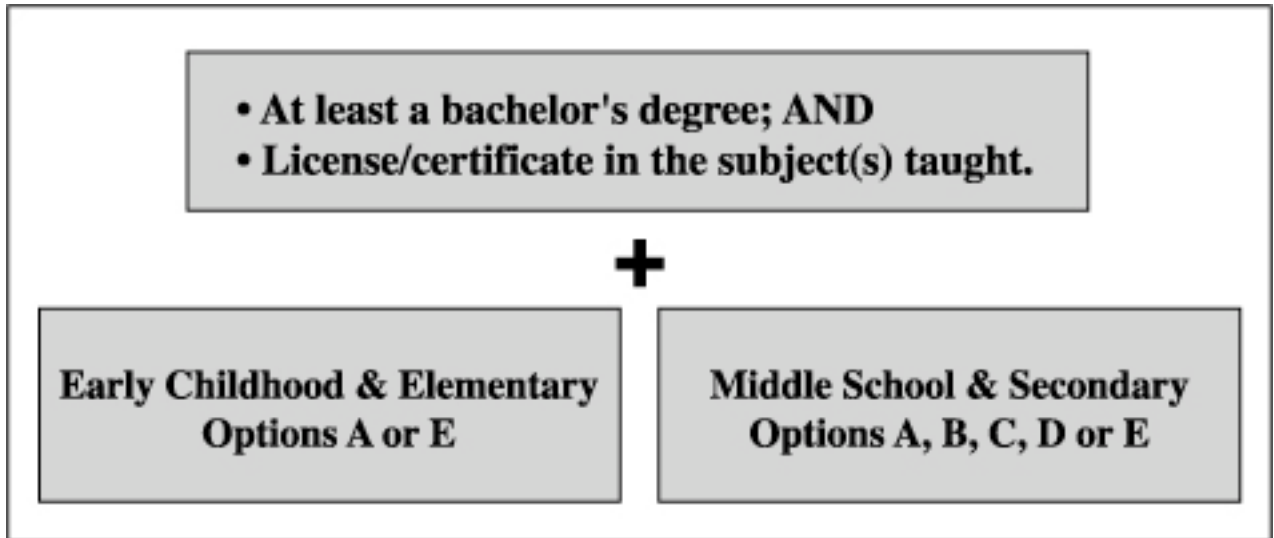
Student Teaching

- Student teaching requirements are visits by supervisor and minimum standards for cooperating teachers.
- Nine weeks of teaching is required
- 2.5 overall GPA and a 2.75 GPA in major area.

No Child Left Behind

➤ Definition of Highly Qualified

According to the *No Child Left Behind Act of 2001* highly qualified teachers of early childhood education, elementary education and core academic subjects (English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, the arts [art and music], history, and geography) have:



Option A: Passed a state certification test in level/subject taught, or
 Option B: Completed an undergraduate academic major or coursework equivalent to an undergraduate academic major (24 semester hour of subject-specific coursework) in subject taught as documented by the teacher's official transcript, or
 Option C: Completed a graduate degree in subject taught, or
 Option D: Holds certification through National Board for Professional Teaching Standards in subject taught, on
 Option E: Demonstrated competency in each subject taught based on a high objective uniform state standard of evaluation (HOUSSE).

TIMELINES

All new teachers at time of hire.

All teachers by the end of the 2005-06 school year

- **Rural Flexibility Rule** – What Are They Doing? - unavailable
- **Use of Portfolios** – qualify for licensure by using HOUSSE.

“**Major Equivalency**” – not used in Oklahoma

National Board – Paying a Stipend? - Application of & \$200 annually for related expenses--\$5000 bonus for up to 10 years

Mentoring guidelines

Mentor teachers; qualifications, selection and appointment, duties and responsibilities

(a) It is the intent of the regulations that mentor teachers be selected who possess the requisite knowledge and skills for assisting the beginning teacher. Therefore, those persons responsible for submitting names for mentor teachers should use their best judgment in identifying teachers who possess leadership qualities that can provide the best assistance for a beginning teacher.

(b) Every beginning teacher (zero years of experience as a classroom teacher) employed shall serve under the guidance and assistance of a mentor

teacher for a minimum of one (1) school year. However, no beginning teacher shall serve under the guidance and assistance of a mentor teacher for less than 120 days.

(c) Upon employment of a beginning teacher, the superintendent or chief administrative officer shall notify the bargaining unit, where one exists, of the areas of certification and the teaching assignment of the beginning teacher.

(d) Within no more than ten (10) teaching days after the beginning teacher enters the classroom, the mentor teacher shall be selected.

(e) It is the responsibility of the school district to ensure that a mechanism be provided whereby the mentor teacher will provide guidance and assistance to the beginning teacher a minimum of seventy-two (72) hours per year in classroom observation and consultation.

(f) Submission and selection of mentor teachers shall be in the following rank order. Mentor teacher:

- Holds at least a standard certificate in the same area of the beginning teacher and is currently teaching in the same area as the beginning teacher.
- Holds at least a standard certificate in the same area as the beginning teacher and has had teaching experience in the same field as the beginning teacher.
- Holds at least a standard certificate and is teaching in the same area as the beginning teacher.
- Holds at least a standard certificate and has had teaching experience in the same field as the beginning teacher.
- Holds at least a standard certificate and has approval credentials in the same area as the beginning teacher.
- Holds at least a standard certificate.

(g) Emergency situations with regard to the selection and appointment of mentor teachers shall require State Board of Education action

State Teacher Standards

The **teacher standards** for Oklahoma can be found at:

Web Address: <http://sde.state.ok.us>, www.octp.org

Please refer to the State Teacher Standards matrix for an overview.

State Contact

State Department of Education
Hodge Education Building
2500 N. Lincoln Boulevard, Room 211
Oklahoma City, OK 73105-4599

Voice: 405/521-3337

Member Web Site - <http://sde.state.ok.us>

Email Address - cindy_marose@mail.sde.state.ok.us
tedg@OCTP.org

Oregon

NAMES, TYPES, AND LENGTHS OF LICENSES:

- Continuing Teaching
 - Master's or higher degree
 - Three years of experience teaching half time or more in approved Oregon schools on an Initial Teaching License
 - Need to demonstrate advanced competency in one of three ways:
 - An approved institutional or employer program
 - National certification
 - A doctor's degree in education

- Initial Teaching
 - Bachelor's degree
 - An approved bachelor's or post-bachelor's teacher education program
 - Must be able to satisfy ALL other requirements, including:
 - Measures of subject mastery
 - Measures of basic skills
 - Civil rights understanding
 - Recent experience

- Transitional Teaching
 - Can't satisfy all requirements for the Initial Teaching License but have a bachelor's degree related to teaching at one or more levels in at least one specialty.
 - An individual who has not completed an approved teacher education program or been licensed as a full-time teacher in any state, employer must co-apply for this license.

- Substitute Teaching
 - Have a bachelor's degree related to teaching at one or more levels
 - Wish to replace teachers temporarily unable to work for short periods.
 - If the individual has not completed an approved teacher education program in any state or been licensed as a full-time teacher in any state, employer must co-apply for this license
 - License restricted to 60 days total use during each school year

- Limited Teaching

Jointly with your new employer, you should apply for this license (after being offered employment) if you have an associate's degree (or the equivalent in a formal post-secondary education) and wish to teach at any level a highly specialized subject for which the commission does not issue the above license in an endorsed specialty.

IN-STATE VS. OUT-OF-STATE REQUIREMENTS:

Out-of-state applicants now will obtain a more simplified “umbrella” license called the Transitional License. This license is valid for three years in which time you need to meet any additional requirements for the Initial License.

RENEWAL REQUIREMENTS:

All classroom teachers are required to complete at least 150 clock hours of continuing professional education during each five-year renewal period. One semester hour of credit earned at an accredited institution of higher education is equivalent to 15 CPE clock hours.

ALTERNATIVE SYSTEMS OF ATTAINING A TEACHING LICENSE:

- Teaching Associate License
 - Issued only to an experienced teaching assistant engaged in an intensive professional development program for teaching assistants approved by the Teacher Standards and Practices Commission (TSPC).
 - Developed specifically to recruit members of underrepresented ethnic and racial groups to the teaching profession.
 - Requires candidates to be bilingual.

- Limited Teaching License

Issued for one or more highly specialized subjects of instruction for which TSPC does not issue a specific endorsement (for example, dance).

TESTING:

- Required for initial licensure: See above
- How long have they been testing:

Oregon has been testing since 1985.

- Kinds of tests used:
 - PPST in reading, writing, and math
 - Content area tests
- Tests in every area or in core areas:

Every subject area tests.

**Test: Praxis II –Subject Assessment
State Teacher Assessment Cut off Scores**

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | |
| PLT: Grades K-6 | |
| Middle School 5-8 English/LA | |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | 156 |
| Biology | 154 |
| Chemistry | 136 |
| Composite Science | |
| Earth Science | |
| Economics | |
| English | 159 |
| Geography | |
| Government/Political Science | |
| History | |
| Math | 138 |
| Music | 162 |
| Physics | 139 |
| Social Studies | 153 |
| Spanish | 161 |

MAJORS AND MINORS (SEMESTER HOURS FOR EACH):

- Minors currently allowed or not?

Oregon currently allows one to teach in a minor field.
12 hrs. are required.

- Will minors be allowed in July 2006?

No change.

COMPOSITE DEGREES IN SCIENCE AND SOCIAL STUDIES;

- Science Semester hours:

- Science-Basic Biology

- Forty-five quarter hours distributed as follows:
- in biology science including:
 - Classical and molecular genetics
 - Evolution
 - General microbiology
 - Ecology
- 18 in physical and earth science

- Science-Basic Integrated Science

- Forty-five quarter hours--distributed as follows:
- 18 hours in:
 - Astronomy
 - Geology
 - Meteorology
 - Oceanography
- 27 in:
 - Biology; AND
 - Chemistry OR physics

- Still using them? Yes

- Social Studies Semester hours:
 - Fifty-four quarter hours distributed as follows:
 - 18 distributed among three of the following:
 - World history
 - Geography
 - Political science
 - Sociology
 - Psychology
 - Anthropology
 - 9 in economics
 - 13 in U.S. history
 - 9 in government
 - 5 in contemporary issues
- Still using them? Yes

MIDDLE SCHOOL:

- Grades making up middle school:

Grades 5-8
- Teacher qualifications for middle school now:

Have taught on an approved license in the subject area for a total of three or more complete school years
AND
Have completed twenty-four quarter or sixteen semester hours from a regionally accredited college or university in the subject area
- Teacher qualifications for middle school in July 2006:

See no indication for any change.

STUDENT TEACHING REQUIREMENTS:

- Number of weeks required:

15 weeks

- Minimum grade point average:

none

NO CHILD LEFT BEHIND:

- Definition of highly qualified:

All teachers who are properly licensed and assigned according to Oregon's statutes and administrative rules were already highly qualified.

Teacher must have all of the following three things:

- Hold full state licensure (as defined by the state)
- Hold a bachelor's degree
- Demonstrate subject matter competency

- Requirements for veteran teachers:

By end of 2005-2006 school year, all teachers teaching in the core academic subjects below must meet highly qualified standards:

- English
- Social Studies: Civics & Gov.
- Reading/ Language Arts
- Arts (Visual Arts, Music, Drama)
- Mathematics
- Social Studies: History
- Science
- Economics
- Foreign Languages
- Social Studies: Geography

- Requirements for new teachers as of July 2006: See B above

- Rural Flexibility Rule (What's being done?)

The law originally required that teachers who teach core subjects meet certain criteria for being highly qualified for their positions by the end of the 2005-06 school year. Teachers who teach more than one core subject in rural districts now

have three years to become licensed (highly qualified) in each subject they teach. Newly hired teachers have until their third year teaching to reach this standard. Core subjects are English, reading/language arts, math, science, foreign language, social studies and visual arts, music and drama.

- Portfolios: No indication of use for assessment at this time

- Use of term “major equivalency”: see above

NATIONAL BOARD-PAYING A STIPEND:

Oregon Fund to Advance Teaching Excellence (OFATE) allows each candidate to receive up to \$1150 in subsidy support.

The Ford Family Foundation has set aside money to support 500 candidates from rural Oregon in the next three years. This support includes payment of 90% of the assessment fee, sponsorship of a summer preparation conference, substitute pay for three release days, on-going mentorship, a “Teacher Quality” award of \$2500 to schools of National Board Certified Teachers, and a celebration event. This is available to teachers from Oregon communities with a population of 30,000 or less.

Stipends of various amounts offered by individual school districts.

NEW TEACHER SUPPORT SYSTEM (MENTORING):

- Program is called the Beginning Teacher Assistance Program (BTAP).
 - Created to promote:
 - Excellence in teaching
 - Enhance student achievement
 - Build a supportive environment within school districts
 - Increase the retention of promising beginning teachers
 - Promote the personal and professional well being of classroom teachers

Each participating school district shall develop a sequential two-year beginning teacher mentoring and induction plan based on the Iowa teaching standards.

State Teacher Standards

The teacher standards for Missouri can be found at:

<http://www.tspc.state.or.us>

OAR 584-017-0100

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contact

Teacher Standards and Practices Commission

465 Commercial Street NE

Salem, OR 97301

Voice: 503/378-3586

Member Web Site - <http://www.tspc.state.or.us>

Approved Programs - www.ous.edu/aca/programs.htm

Email Address - contact.tspc@state.or.us

Pennsylvania

Licensing

Pennsylvania offers the following types of certificates:

- Instructional I Certificate
 - This certificate is issued to a candidate who:
 - Has earned a baccalaureate degree and completed an approved program of teacher education. Minimum GPA is
 - 2.6 prior to Sept. 1, 2004
 - 2.8 prior to Sept. 1, 2005
 - 3.0 on or after September 1, 2005
 - Has been recommended by a designated official of the preparatory Institution.
 - Has passed all required tests. within the past 5 years.
 - An Instructional I certificate is valid for 6 years and cannot be renewed.

- Instructional II Certificate
 - The requirements for conversion of an Instructional I certificate are:
 - 24 post baccalaureate semester credits;
 - At least 3 years of satisfactory service on the Instructional I certificate;
 - Completion of a Pennsylvania Department of Education approved induction program; and
 - Satisfactory assessment/evaluations for 6 semesters.
 - Individuals with National Board Certification are automatically eligible for Instructional II certification in the appropriate subject area and grade level.

- Intern Certificate
 - Valid for 3 years and is not renewable. See **Alternative Systems of Attaining a Teaching License** for the requirements.

Certificate titles and grade levels are:

- Elementary Certificate:
 - Early Childhood (N – 3)
 - Elementary Education (K – 6)

- Middle School Certificate:
 - Middle Level English (7 – 9)
 - Middle Level Mathematics (7 – 9)
 - Middle Level Social Studies (7 – 9)
 - Middle Level Science (7 – 9)

- Secondary School Certificate:
 - Citizenship Education (7 – 12)
 - Communication (7 – 12)
 - Cooperative Education (7 – 12)
 - English (7 – 12)
 - Mathematics (7 – 12)
 - Science-Biology (7 – 12)
 - Science-Chemistry (7 – 12)
 - Science-Earth and Space (7 – 12)
 - Science-General Science (7 – 12)
 - Science-Physics (7 – 12)
 - Social Sciences (7 – 12)
 - Social Studies (7 – 12)
 - Vocational Instructional Certification (7 – 12)

- All Grade Levels Certificate:
 - Agriculture (K- 12)
 - Art Education (K – 1)2
 - Business, Computer and Information Technology (K – 12)
 - Environmental Education (K – 12)
 - Family and Consumer Science (K – 12)
 - Foreign Language (K – 12)
 - Health Education (K – 12)
 - Health and Physical Education (K – 12)
 - Library Science (K – 12)
 - Marketing Education (K – 12)
 - Music Education (K – 12)
 - Reading Specialist (K – 12)
 - Technology Education (K – 12)

Testing

All candidates for certification must meet the qualifying score for all applicable tests at the time of application for certification. Individuals must take the PPST in Reading Writing, and Mathematics. Praxis II testing in the proper subject area is also required.

| Praxis I: | TEST | CUT SCORE |
|------------|---------------------------------|-----------|
| | PPST Reading | 172 |
| | PPST Writing | 173 |
| | PPST Math | 173 |
| Praxis II: | TEST | CUT SCORE |
| | K – 6: Curriculum, Instruction, | 168 |

and Assessment

| | |
|------------------------------|-----|
| K – 6: Content Knowledge | 150 |
| Middle School Math | 151 |
| Middle School Science | 144 |
| Middle School Social Studies | 152 |
| Art | 161 |
| Biology | 147 |
| Chemistry | 154 |
| General Science | 146 |
| Earth Science | 157 |
| English | 160 |
| Math | 136 |
| Music | 158 |
| Physics | 140 |
| Social Studies | 157 |

Majors and Minors

Teachers are certified to teach in their majors only.

Renewal Requirements

An Instructional II certificate is renewable every 5 years. Act 48 of 1999 requires all Pennsylvania educators holding Pennsylvania public school certification to participate in ongoing professional education. All professional educators must obtain six credits of collegiate study; six credits of continuing professional education courses; 180 hours (6/6/180) of continuing professional education programs, activities or learning experiences; or any combination of credits or hours equivalent to 180 hours every five years to maintain active status. One credit equals 30 hours.

All credits and hours must be related to an educator's certification, professional education assignment in Pennsylvania public schools or potential administrative certification. The

administrator may approve exceptions if a change of assignment area is anticipated. Training in areas such as use of computers, safe schools, cooperative learning, differentiated instruction, etc. is appropriate for all certification areas.

Composite Degrees in Science and Social Studies

- Citizenship Education certification and assignment scope for grades 7 – 12 include history, geography, civics and government, and economics.
- Social Studies certification and assignment scope (7-12):
 - A person holding a certificate endorsed for social studies, comprehensive social studies, and social science qualifies the holder to teach any and all courses within the social studies curriculum area at the secondary school level (grades 7 to 12), including psychology instruction.
 - Civics may be properly assigned to persons holding certificates endorsed for social studies, comprehensive social studies, political science, or history and government.
 - World cultures may be properly assigned to persons holding certificates endorsed for social studies, comprehensive social studies, history, history and government, anthropology or geography.
 - American culture may be properly assigned to persons holding certificates endorsed for social studies, comprehensive social studies, history, history and government, sociology or geography.
 - A person holding a certificate endorsed for a discipline of the social sciences (anthropology, economics, government, political science, psychology, sociology or history) may be assigned to teach only that subject. (See Sections 2 through 4 above for exceptions.)
 - Instruction in philosophy, social theory, ethics, metaphysics, morality, and similar studies, when conducted primarily as a study of social forces shaping societal organization and culture, is reserved to persons certificated in social studies.
- As a part of foreign language study, the culture of people speaking a foreign language may be taught by a teacher appropriately certified for that foreign language.

Middle School

The Middle School grades are considered to be 7 - 9. While Pennsylvania does offer 4 certificates just for the middle school level, all secondary level certificates qualify teachers to teach at the middle school level.

Student Teaching Requirements

State approved programs for teacher preparation require twelve (12) weeks of student teaching.

No Child Left Behind

- Pennsylvania definition for *highly qualified*:

Pennsylvania contends that over 96% of its teachers currently meet the federal “highly qualified” requirements and that the requirements of the Pennsylvania teacher certification system exceed NCLB standards. NCLB requires all teachers of core academic subjects have a college degree, have full certification or licensure, and have demonstrated competency in the subject(s) they teach. Pennsylvania takes the position these criteria can be fulfilled by a college major in the subject, passing a state test, or demonstration of content knowledge through a state standard of evaluation.

- Rural Flexibility Rule: No information is available on what Pennsylvania is doing with regard to the Rural Flexibility rule.

State Law - Use of terminology “Major Equivalency”

Pennsylvania does not use “major equivalency”.

National Board Certification

The Pennsylvania Department of Education announced July 13, 2004, that they will be administering a candidate subsidy program. The amount of the subsidy has not yet been finalized.

New Teacher Support System

New teachers participate in a Pennsylvania Department of Education-approved induction program. Teachers new to a district may also be required to participate in such a program. Induction plans must include the following:

- First-year teachers and educational specialists are required to participate in the program.
- An induction coordinator and a description of the individuals who developed the plan and how they were selected.
- A list of goals and competencies for the induction program.
- A description of how the needs of the inductees will be assessed.
- A description of how the mentors were selected.
- A timeline of activities/topics, including the Code of Conduct, to be addressed.
- A description of the procedures for monitoring and evaluating the induction program.
- A description of how records of participation and program completion will be kept.

Alternative Systems of Attaining a Teaching License

The Pennsylvania Teacher Intern Certification Program is specifically designed for individuals who possess a minimum of a baccalaureate degree. Currently the program is offered in 33 approved colleges and universities in Pennsylvania.

The Intern certificate is a valid professional certificate that entitles the holder to fill a full-time professional teaching position. An Intern certificated individual is entitled to all rights and privileges of a temporary professional employee as defined by law. The current regulation states that a Teacher Intern certificate qualifies the holder to hold a full-time teaching position in the certification endorsement area in elementary and secondary schools of Pennsylvania.

The Teacher Intern certificate is issued for a period not to exceed three calendar years and qualifies the holder to perform all the duties, functions and responsibilities of the certification area(s) for which it is endorsed. Its validity begins the month of issuance and lapses 36 months later whether or not the holder has been continuously employed on the Intern certificate by a public school. This certificate can only be issued once, and

under no circumstances can this certificate be renewed. The validity of the Teacher Intern certificate, whether issued for general education areas regularly endorsed on instructional certificates or for vocational education areas, is contingent upon (a) the holder rendering satisfactory service to the employing school entity, and (b) maintaining continuous enrollment and making satisfactory progress within an approved teacher intern program leading to issuance of the Instructional I certificate.

The entrance and exit criteria for the Intern Program are:

- To enroll in a Teacher Intern Program, a candidate must possess a minimum of a baccalaureate degree related to the area of certification requested. For example, an individual with a B.S. degree in Chemistry may seek chemistry certification.
- Academic year 2003-2004, candidates entering must have a minimum of a 3.0 GPA in their baccalaureate degree. They must also have 6 credits of college level Mathematics and 6 credits of college level English Literature and Composition. Candidates who have taken and passed the PPST I Series—Reading, Writing, and Math, may enter with a 2.80 GPA. Candidates must exit the Intern Program with at least the same GPA required for entrance.
- The candidate must apply to and complete an approved institution of higher education's (IHE) preadmission screening and be accepted into the program. An offer of a teaching position is not a requirement for admission into a Teacher Intern Program nor does it guarantee admission into a specific Teacher Intern Program.
- The candidate must achieve satisfactory scores on the Praxis I Preprofessional Skills Tests (PPST) in Reading, Writing, and Mathematics; and the appropriate specialty area test required by the Pennsylvania Teacher Certification Testing Program (PTCTP) before applying for a Teacher Intern certificate. All K-6 and K-12 certification areas must also complete the Praxis Series Fundamental Subjects: Content Knowledge test.
- Upon completion of an Intern Program, the candidate must achieve satisfactory assessments on their Student Teaching conducted by their college or university.
- The candidate must be continuously enrolled in a Teacher Intern Program. (Continuously enrolled is defined by the institution where the candidate is enrolled.)
- When a candidate obtains a teaching position or a firm offer, the institution in which the Intern candidate is enrolled applies to the Pennsylvania Department of Education (PDE) Bureau of Teacher Certification and Preparation for an Intern Certificate. After the Bureau verifies the candidate has received passing scores on the required Praxis Series tests, an Intern certificate is issued. The Intern candidate cannot teach without the Intern certificate.

- Upon completion of the approved Intern Program, the institution of higher education can recommend the candidate for an Instructional I certificate. Before issuing an Instructional I certificate, the Bureau of Teacher Certification and Preparation must have a record stating that the candidate has passed the Student Teacher Assessment conducted by their college/university during Student Teaching.

State Teacher Standards

Pennsylvania teacher education standards are listed in Chapter 354 of Title 22 of the Pennsylvania School Code. The Web link for the standards is:

www.pabulletin.com/secure/data/vol30/30-41/1719.html

Refer to the State Teacher Standards matrix for an overview.

State Contacts

Department of Education
Bureau of Teacher Preparation and Certification
333 Market Street, 3rd Floor
Harrisburg, PA 17126-0333
Phone: 717-787-2967
Website: www.pde.state.us

Rhode Island

Levels of Certificates:

- **Provisional Certificate:** Issued for three years upon completion of a bachelor's degree, completion of an approved teacher education program, or satisfying transcript analysis requirements
- **Professional Certificate:** Issued for five years upon completion of six credits while on the Provisional Certificate, and having taught in Rhode Island for three years. Renewable with nine credits – three may be in-service and six must be graduate level. Secondary teachers must have three in the academic field.

Types of Certificates and Requirements:

- **Early Childhood (Preschool-2) and Elementary (1-6):** A bachelor's degree from an approved institution, completion of an approved teacher education program or six hours of student teaching at the appropriate level and 24 hours of specific teacher preparation coursework, and completion of the Principles of Learning and Teaching Test for elementary level.
- **Secondary (7-12):** A bachelor's degree is from an approved institution, completion of an approved teacher education program or 18 hours of specific teacher preparation coursework and specific coursework in the secondary subject with six semester hours of student teaching, and completion of the Principles of Learning and Teaching Test for grades 7-12.
- **Special Subjects (PreK-12) in Art, Theater, Health, Physical Education, Physical Education and Health, Home Economics, Technology, Library/Media, Music, Dance:** A bachelor's degree from an approved institution, completion of an approved teacher education program or 18 hours of specific teacher preparation coursework and specific coursework in the area of endorsement with six semester hours of student teaching and completion of the Principles of Learning and Teaching Test for either K-6 or 7-12

In-State Versus Out-Of-State Requirements:

- **In-State Applicants:** Completion of an approved Rhode Island teacher education program, submission of transcripts, completion and passing of testing requirements (copy of test report to be included with application), a document of recent study (6 semester hours within the past five years), and a document of prior teacher service if required
- **Out-of-State Applicants:** Graduates of approved teacher education programs from another member state of The Interstate Certification Compact who have graduated within the past five years do not need to submit a copy of teaching certificate or

document of prior service. These graduates are entitled to initial certification upon passing of required testing. Rhode Island has also adopted enhanced reciprocity, which provides certification to experienced certified applicants who hold a valid and comparable certificate from an ICC state. Applicants must provide a copy of valid teaching certificate and also meet specific degree requirements for certification.

Alternative Certification Programs:

Rhode Island is not currently implementing any Alternative teacher Certification Routes.

Renewal Requirements:

- Provisional Certificate: May be extended one time only if teacher has not taught in Rhode Island for a total of three years. Completion of six credits are required – three may be in-service credits and three must be college/university coursework.
 - If a teacher holds a Master’s Degree, the six can be either from in-service or college/university coursework.

- Professional Certificate:
 - Elementary: Must be renewed every five years. If teacher has a Master’s Degree, six credits must be earned through in-service or coursework or a combination of both. Teachers without a Master’s Degree must earn nine credits –at least six must be graduate-level coursework in elementary education or related area and up to three credits may be approved for in-service

 - Secondary: Must be renewed every five years. If a teacher has a Master’s Degree, six credits must be earned through in-service or coursework or a combination of both. Teachers without a Master’s Degree must earn nine credits – at least six must be graduate-level coursework with three being in the specific subject area. Up to three credits may be earned through approved in-service.
 - *If a teacher was certified prior to May1, 1997, a Life Certificate may be earned. In order to qualify a teacher must have six years experience in area of certification with three being in Rhode Island and must also have an approved Master’s Degree or higher.

Testing: Rhode Island requires completion and passing of the Praxis Tests for certification, (effective August 2000). Middle School and Secondary teachers are not required to take subject-matter tests. All individuals applying for certification must pass the appropriate test(s) as noted below for the designated teaching certificates.

- Early Childhood and Elementary:
 - Content Knowledge Test 145
 - Content Area Exercises Test 148

- Secondary:
 - Principles of Learning and Teaching 7-12 Test 167
 - Special Subject PK-12:
 - Principles of Learning and Teaching Test K-6 or 7-12 Test 167
 - Bilingual Endorsement in Spanish:
 - Spanish Content Knowledge Test 156
 - Spanish Productive Language Skills 174

Student Teaching Requirements: Rhode Island does not require a minimum GPA for student teaching. A student must complete 10 weeks of student teaching including a multicultural setting for a part of the requirement. The student teaching requirement may be waived for an applicant who has had two or more years of successful teaching experience within the desired area of certification.

Majors/Minors: High School teachers must have a major in order to teach in their subject-area. The number of hours required for a major varies depending on the subject area at the secondary level. The range for number of required hours falls between 30 and 36. Additional endorsements may be earned in different areas by completing between 6 and 24 semester hours.

- *An applicant who wishes to teach in a subject-area not listed in the Rhode Island secondary teaching requirements may be issued a certificate to teach with the completion of 18 semester hours.

Composite Degrees in Science and Social Studies: 30 semester hours are required in General Science along with at least 6 hours in Biology, Physics, and Chemistry. 36 hours are required in Social Studies including at least 24 hours in History and at least 6 hours in an additional area of endorsement such as Anthropology, Economics, Geography, Political Science, and Sociology.

Middle School - Grades 7-8:

- **Current Teaching Requirements:** A middle school teacher who has been certified with a secondary certificate is required to have a subject-area major and the required number of semester hours in the major. However, teachers holding an elementary certificate, which does not require a minimum amount of subject-area coursework, are able to teach middle school students.
- **Requirements in July 2006:** Teachers at the middle school level must have full state certification. If the course content is elementary or middle school level, the teacher is “highly qualified” by satisfying the content standard for elementary by completing one of the HOUSSE options. If the course content is secondary, the teacher is “highly qualified” by satisfying the content standard for secondary by completing one of the HOUSSE options. Following are the two HOUSSE options:

- A major or coursework equivalent to a major in the subject-area (secondary only), OR an advanced degree in the teaching area (secondary only), OR NBPTS certification in the subject-area, OR passing a rigorous content exam applicable to subject-area (elementary only)
- Using a rubric to provide documentation of prior experience (portfolio) – teachers must achieve at least 100 points in designated categories and must demonstrate experience in at least three of the five categories.

NO Child Left Behind (NCLB)

- Rhode Island definition of “**Highly Qualified**”: All teachers in core academic areas must be “highly qualified” by the end of the 2005-2006 school year. These teachers must hold a bachelor’s degree, full-state certification, and demonstrate subject matter competency in the core academic subjects taught.
 - Veteran Teachers: Teachers hired before the first day of the 2002-2003 school year.
 - New Teachers: Teachers hired for after the first day of the 2002-2003 school year.
 - Requirements to be considered “highly qualified” as of July 2006:
 - Veteran Teachers: bachelor’s degree, full-state certification, and demonstration of subject-area competency. Subject-area competency can be demonstrated through one of the following HOUSSE options:
 - A major or coursework equivalent to a major in the subject-area (secondary only), OR an advanced degree in the teaching area (secondary only), OR NBPTS certification in the subject-area, OR passing a rigorous content exam applicable to subject-area (elementary only)
 - Using a rubric to provide documentation of prior experience (portfolio) – teachers must achieve at least 100 points in the following five categories and demonstrate experience in three of the five: years of teaching experience, college level coursework in the content area, professional development activities related to the content area, and awards in the content area.
 - New Teachers: bachelor’s degree, full-state certification, and demonstration of subject-area competency. New middle and secondary teachers can demonstrate subject area competency by completing an academic major, a graduate degree, coursework equivalent to a major, or advanced certification in each of the core content areas taught. New elementary school teachers can only demonstrate subject-area competency by passing the Praxis II Elementary Tests.

Rural Flexibility Rule:

- According to a source from the Rhode Island Department of Education, Office of Teacher Preparation, the state has not yet done anything to incorporate the “Rural Flexibility Plan”.

National Board Certification:

- The Rhode Island department of Education utilizes NBPTS Candidate Subsidy funds to support 10 candidates at 50% of the certification fee. These 10 candidates will also receive \$500 from the Rhode Island Foundation and \$500 from a general assembly grant. The Office of Teacher Preparation will select candidates through a lottery each year. Also, Rhode Island school districts have developed their own incentives for NBPTS certification including help with testing fee and an annual stipend

New Teacher Support System – Mentoring:

- Rhode Island requires each district to have a mentoring program, and it has established standards for the program. But the state does not designate funds for mentoring. Currently there is a committee in charge of coming up with a plan for a state mandated mentoring program with the assistance of funding.

Teacher Education Approval Standards:

Teacher Standards for Rhode Island can be found at <http://ww.ridoe.net>

Refer to the State Teacher Standards Matrix for an overview.

State Contacts

Department of Education
Office of Teacher Preparation, Certification and Professional Development
Shepard Building
255 Westminister Street
Providence, RI 2903
Ph: 401/222-4600
Fax: 401/222-2048

SOUTH CAROLINA

Licensing – Each individual employed in an instructional, classroom teaching position or who serves in a position designed for the support of the instructional program in a public school of this state must hold an appropriate South Carolina teaching credential. The licensing of related educational professionals in the areas of Audiology, Nursing, and Social Work is remanded to the established licensing boards effective July 1, 2000. Individuals employed as trade and industrial teachers are required to meet all general certification requirements except where specified otherwise.

A. Names, Types, & Lengths

- Initial Certificate - An initial certificate is valid for three years. Beyond the initial three-year validity period, teachers who do not yet meet the requirements for professional certification, but who are employed by a public school district at the provisional or annual contract level, as defined in S.C. Code Ann. Section 59-26-40, may have their certificates renewed annually at the request of the employing school district. Teachers who hold initial certificates and are employed in a nonpublic school educational setting may have their certificates renewed annually for an indefinite period at the request of the educational entity, provided that certificate renewal requirements, as specified in R 43-55 (Renewal of Credentials) are met every five years. Teachers who hold initial certificates but who are not employed by a public school district in a position requiring certification at the time the initial certificate expires, and who have not otherwise met the requirements for professional certification, may reapply for an initial certificate at such time as they become employed by a public school district or private school, subject to the requirements for initial certification in effect at the time of reapplication. To qualify for an initial certificate, the applicant must fulfill the following requirements:
 - Earn a bachelor's or master's degree either from an institution that has a state-approved teacher education program and is accredited for general collegiate purposes by a regional accreditation association, or from a South Carolina institution that has programs approved for teacher education by the State Board of Education, or from an institution that has programs approved for teacher education by the National Council for Accreditation of Teacher Education (NCATE). Professional education credit must be earned through an institution that has a teacher education program approved for initial certification.
 - Submit the required teaching area examination score(s) as adopted by the State Board of Education for purposes of certification. Effective July 1, 2006, the required score on the examination of general professional knowledge (pedagogy) as adopted by the State Board of Education for purposes of certification will also be required for the initial certification. Until that date, the general professional knowledge

- (pedagogy) exam will be required only for the professional certification.
 - Undergo a criminal records check by the South Carolina Law Enforcement Division and a national criminal records check supported by fingerprints conducted by the Federal Bureau of Investigation. If the applicant does not complete the initial certification process within eighteen months from the original date of application, the FBI fingerprint process must be repeated. Eligible applicants who have prior arrests and/or convictions must undergo a review by the State Board of Education and be approved before a certificate may be issued. Background checks from other states or agencies are not transferable to South Carolina.
- Professional Certificate - All professional certificates are valid for five years. To qualify for each successive level of professional certification (bachelor's degree, bachelor's degree plus 18 hours, master's degree, master's degree plus 30 hours, and doctorate), an applicant must
 - Meet all criteria for initial area of certification and have earned a bachelor's degree that meets State Board of Education regulations for teacher certification and program approval and successfully complete the induction program, the ancillary requirements (including any additional testing requirements approved by the State Board of Education), and the formal evaluation approved by the State Board of Education; OR
 - Successfully complete the requirements for reciprocity according to Interstate Agreement on Qualifications of Educational Personnel; OR
 - Hold a valid National Board teaching certification.
- Alternative Route Certificate - The alternative route certificate is valid for one year initially. The certificate will be issued to those individuals who qualify under the Program for Alternative Certification for Educators (PACE) guidelines as adopted by the State Board of Education. Alternative certificates can be renewed twice on the basis of successful completion of annual program requirements as approved by the State Board of Education.

The teacher will be eligible for a professional certificate upon his or her successful completion of all program requirements within the three-year program period, including additional testing requirements approved by the State Board of Education and the formal evaluation approved by the State Board of Education.
- International Certificate - An International Certificate may be issued to a teacher from a country outside of the United States provided the individual has completed at least a bachelor's degree with a major in the teaching field. Organizations that recruit and select teachers from other countries to teach in South Carolina must assure that all cultural/educational visa requirements have been met. The International Certificate will be renewed annually for up to three years at the request of the local school district,

provided the teacher has met the certification examination requirements specified by the State Board of Education during the first year of certification.

➤ Internship Certificate

- The Internship Certificate will be issued to individuals who are currently enrolled in a State Board of Education approved teacher education program in South Carolina and have completed all academic and bachelor's degree requirements, with the exception of the teaching internship, as well as all certification examination requirements. The certificate will be issued for up to one year, and must be requested by the employing school district. Upon completion of the teaching internship and verification by the college or university that all approved program requirements have been met, the internship certificate will be converted to an initial certificate.
- The Internship Certificate will also be issued to any individual who is serving the required internship for certification as a School Psychologist I or II under the supervision of a certified School Psychologist II or III, or who is serving the required internship for School Psychologist III under the supervision of a certified School Psychologist III.

The applicant for the Internship Certificate in School Psychology must submit official written verification from the college or university that he or she is currently enrolled and working toward full certification as a school psychologist, and that the internship is being served through a State Board of Education–approved training program. The Internship Certificate may be renewed once on the basis of written documentation from the director of the school psychology program that the applicant is a full-time student in the program during the second year of the renewed certificate.

- The Internship Certificate will also be issued to any individual who holds the Certificate of Clinical Competence in Speech-Language Pathology issued by the American Speech-Hearing Association (ASHA) or who has completed a master's degree that includes the academic and clinical requirements for the ASHA Certificate of Clinical Competence and has achieved the minimum qualifying score on the required certification examination(s). The certificate will be effective for one academic year and must be requested by the employing school district. The Internship Certificate may be converted to a professional certificate upon verification of a successful evaluation of the individual's performance during the initial year of employment.
- Temporary Certificate - A temporary certificate is valid for a period of one year. Full certification (initial or professional) may be obtained when the educator submits verification of the required course work, required practicum, and/or required certification examination scores. Due to the requirements for highly qualified teachers mandated by the NCLB Act of

2001, 20 U.S.C. § 6301 et seq. (2002), the following types of temporary certificates may be issued only until June 30, 2006, and will be limited or phased out after that date.

- Temporary Certificate for Out-of-State Certified Teacher
 - Any individual who holds a valid teaching certificate from another state but does not meet one or more of South Carolina's certification requirements is eligible for a temporary certificate for up to one year. Temporary certificates issued to out-of-state certified teachers are issued only for the academic year in which they are requested and expire June 30.
 - After June 30, 2006, temporary certificates may no longer be issued to teachers who teach core academic subjects as specified by the NCLB Act of 2001. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, history, geography, and the arts. Temporary certificates may be issued, however, in other instructional or instructional support fields not considered to be core content subjects under NCLB.
- Transitional Certificate - Any individual who has completed a teacher preparation program but has not submitted a passing score on the required certification examination(s) will be eligible for a transitional certificate for up to one year. Transitional certificates are issued only at the request of the employing school district. The employing district must apply for a transitional certificate no later than thirty days after the date of assignment. Transitional certificates are issued only for the academic year in which they are requested and expire June 30. The transitional certificate will no longer be issued after June 30, 2006.
- Out-of-Field Permit
 - Any individual who holds a valid South Carolina temporary, professional, initial, alternative, graded, or warrant certificate and is assigned teaching duties for any amount of time in an area for which he or she is not appropriately certified is eligible to receive a permit to teach out-of-field. However, permits are not issued for school psychologists, speech-language therapists, and special subject educators. Out-of-field permits are issued only under the following conditions:
 - The school district must request the out-of-field permit for its employee. The employing district must apply for a permit no later than thirty days after the date of assignment. Out-of-field permits are issued only for the academic year in which they are requested and expire June 30.
 - The individual for whom the permit is requested must hold a valid South Carolina teaching credential and have twelve semester hours of credit toward full certification in the area of

preparation for which the permit is requested.

- Out-of-field permits may be renewed upon presentation of six semester hours of credit in the area for which the permit is issued. Once the teacher meets all the certification requirements, including the required certification examination(s), he or she may apply for a certificate in the new area.
 - After June 30, 2006, out-of-field permits may no longer be issued to teachers who teach core academic subjects as specified by the NCLB Act of 2001. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, history, geography, and the arts. Permits may be issued, however, in other instructional or instructional support fields not considered to be core content subject areas under NCLB.
- Graded Certificate and Warrant - The State Board of Education discontinued the issuance of graded certificates on July 1, 1971, and the issuance of warrants in November 1976. Due to the requirements of the NCLB Act of 2001 for highly qualified teachers, neither warrants nor graded certificates with less than a grade of A will be acceptable certificates for teaching in a South Carolina public school after June 30, 2006.
- Graded Certificate. To qualify for the professional certificate, an individual who currently holds a grade B, C, or D certificate must fulfill one of the following requirements:
 - Achieve the minimum required score on the required specialty area examination(s); OR
 - Add an area of certification to the initial graded certificate by meeting all requirements of the State Board of Education for that additional area, including a minimum qualifying score on the appropriate certification examinations(s) and verification of at least three years of teaching experience in the additional area.
 - Warrant. Current warrant certification cannot be advanced beyond the bachelor's degree level or beyond four years of experience. Only a bachelor's degree-level certification may be added to a warrant certification. To qualify for a professional certificate or to maintain a warrant certification (until June 30, 2006), the individual must
 - Earn the required six semester hours or the equivalent every five years, as stipulated in certificate renewal requirements, and
 - Remove all certification deficiencies (specialty area examination(s) and/or course requirements) by meeting current certification requirements.
- Special Subject Certificate - A Special Subject Certificate may be issued to an individual who qualifies under the guidelines established by the

State Board of Education and must be requested by the employing school district. The certificate will be issued initially for one year but may be renewed annually provided the applicant submits the required score on the appropriate certification examination(s) in the content area in which he or she is teaching during the initial year of certification. After June 30, 2006, special subject certificates may no longer be issued to teachers who teach core academic subjects as specified by the NCLB Act of 2001. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, history, geography, and the arts. Special subject certificates may be issued, however, in other instructional fields not considered to be core content subjects under NCLB.

Areas In Which Certificates Are Issued

| | | |
|-----------------------------------|---------------------------------------|----------------------------------|
| Accounting & Related Business* | Dance | Guidance – Secondary |
| Accounting & Related Economics | Data Information Processing | Guidance – Secondary Advanced |
| Administrator | Data Processing | Health |
| Advanced Fine Arts | Dental Laboratory Technician | Health & Physical Education* |
| Agricultural Mechanics | Diesel Mechanics | Health Occupations |
| Agriculture | Distributive Education | Heavy Equipment Mechanic |
| Agriculture Mechanics | Diversified Education | Heavy Equipment Operator |
| Air Conditioning & Refrigeration | Drafting | History |
| Animal Science | Driver Training | Home Economics |
| Appliance Repair | Early Childhood | Family & Consumer Sciences |
| Art | Earth Science* | Horticulture |
| Associate Guidance - Secondary* | Economics | Industrial Arts* |
| Attendance Supervisor* | Educational Evaluator* | Industrial Maintenance Mechanics |
| Auto Body & Fender | Electricity | Industrial Sewing |
| Auto Mechanics | Electronics | Industrial Technology Education |
| Barbering | Elementary | Japanese |
| Biology | Elementary Principal | Latin |
| Brick Masonry | Elementary Supervisor | Machine Shop |
| Building Construction (Carpentry) | English | Marine Biology |
| Business Education | English as a Second Language | Marine Engine Repair |
| Business Machine Repair* | Entertainment Technology | Mathematics |
| Cabinet Making | Environmental Science & Nat. Resource | Mechanical Drawing* |
| Chemistry | Fire Services | Media Specialist |
| Commerce* | Forestry | Media Supervisor |
| Commercial Art | French | Media Technology |
| Commercial Cooking | General Mathematics* | Middle Level Language Arts |
| Commercial Photography* | General Science* | Middle Level Mathematics |
| Cooperative Training* | Geography | Middle Level Science |
| Cosmetology | German | Middle Level Social Studies |
| Criminal Justice | Government | Middle School Language Arts |
| | Graphic Communications | |
| | Guidance – Elementary | |

| | | |
|---------------------------------|-----------------------------------|--------------------------------------|
| Middle School Mathematics* | Reading Teacher | Sp. Ed. - Hearing Handicapped |
| Middle School Science | Russian | |
| Middle School Social Studies | School Psychologist I | Sp. Ed. - Learning Disabilities |
| Music Ed. – Choral | School Psychologist II | |
| Music Ed. – Instrumental | School Psychologist III | Sp. Ed. – Orthopedically Handicapped |
| Music Ed. – Piano | School Social Worker I* | Sp. Ed. – TMH |
| Music Ed. - Violin | School Social Worker II* | Sp. Ed. - Visually Handicapped |
| Music Ed. - Voice | School Social Worker III* | |
| Painting & Decorating* | Science | |
| Physical Education | Secondary Principal | Spanish |
| Physics | Secondary Supervisor | Speech & Drama |
| Plumbing | Secretarial Science* | Speech-Language Therapist |
| Prevocational | Shoe Repair | Superintendent |
| Protective Services | Small Engine Repair | Tailoring |
| Psychology | Social Studies | Teacher Librarian* |
| Radio & TV Repair | Sociology | Textile |
| Reading Clinician | Sp. Ed. – EMH | Theatre |
| Reading Consultant | Sp. Ed. – Emotionally Handicapped | Tile Setting |
| Reading Coordinator or Director | Sp. Ed. – Generic | Vocational Center Director |
| | | Welding |

*Certificates are no longer issued in these areas

B. In-State versus Out-State Requirements

- To be eligible for a South Carolina teaching certificate, the out-of-state applicant must submit the teaching area examination score(s) and the score on the examination of general professional knowledge (pedagogy) that are required for certification in the state in which he or she holds a valid standard out-of-state certificate. If no tests were required for certification in the state where the individual holds a valid standard certificate, the applicant for South Carolina certification must submit the required teaching area examination score(s) as adopted by the State Board of Education for purposes of certification. If the applicant has less than twenty-seven months of successful teaching experience within the last seven years in the state in which he or she holds a valid standard certificate, he or she must also submit the required score on the examination of general professional knowledge (pedagogy) as adopted by the State Board of Education for purposes of certification.
- Initial or advanced certification will be awarded only in the area(s) of certification held by the out-of-state applicant that most closely conform(s) to corresponding or relevant South Carolina area(s) of certification.

C. Renewal Requirements - The Certificate Renewal Plan provides various methods a public school educator may use to earn renewal credits. The plan outlines the responsibilities and procedures for the educator and employing public school district.

- Purpose - The purpose of the certificate renewal plan is to provide a mechanism that will enable educators employed in a South Carolina public

school district and educators employed by participating educational entities to apply a broad range of relevant professional development activities toward their certificate renewal. The certificate renewal plan is intended to

- Encourage educators to engage in meaningful, quality professional development activities that are directed toward promoting student achievement,
 - Ensure that educators are accountable for their continuous professional development, and
 - Be operationally efficient.
- Description - The following certificate renewal guidelines apply to any person who holds a South Carolina educator's certificate. An educator's professional certificate is valid for five years and expires on June 30 of the expiration year. In order to be eligible for certificate renewal, the educator must earn a minimum of 120 renewal credits, as described in the renewal credit matrix, during the five-year validity period of the certificate.

D. Alternative Systems of Attaining a Teaching License

- Program of Alternative Certification for Educators (PACE) – An individual who qualifies under the PACE guidelines as adopted by the State Board of Education may be issued an alternative route certificate. Successful completion of certification requirements as prescribed in the PACE guidelines will qualify the applicant for a professional certificate.
- Course Request - PACE participants are required to complete three graduate level courses from the list of core courses approved by the Division of Teacher Quality on behalf of the State Board of Education (see attached list). Courses identified for individual teachers will be based on the individual's experience, knowledge, skills, and feedback from the educator's induction year. The identified courses will be part of the educator's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) professional development plan.
The three required courses must be completed for graduate credit at a regionally accredited higher education institution. No more than one of the courses (three semester hours) can be designated as a Professional Development course. All non-professional development courses must be completed for an assigned grade.
 - Work Experience - Applicants to the PACE program who are seeking a letter of eligibility must present verification of two years prior work experience. This is defined as two years of post secondary work experience that includes one year of full time work and no more than one year of combined part time work experience.
 - Self-Employment Work Experience - Applicants to the PACE program who are seeking a letter of eligibility for the 2003–04 academic year must present verification of two years prior work experience. This is defined as two years of post secondary work experience that includes

one year of full time work and no more than one year of combined part time work experience.

- TROOPS TO TEACHERS OVERVIEW (TTT) – TTT is a referral program designed to assist military personnel in their pursuit of teaching as a second career. As of September 2003, over 5,500 TTT participants have been hired in the public schools through the program.
 - The program helps individuals by connecting them with information, people and institutions that can help to understand certification requirements, routes to certification and find a teaching position.
 - State Offices: An important component of TTT is the network of State Placement Assistance Offices. These offices, generally located with the State Departments of Education, provide state specific information about certification and employment opportunities. They also promote the program within the state public education community. Currently there are 32 state offices that cover the needs of 44 states.
 - Teacher Certification: Routes to certification often present the most challenging step in becoming a teacher. Many states offer “alternative certification” programs that provide less time consuming routes to certification than more traditional masters degree programs. Most of these alternative programs enable an individual to enter a paid teaching position while working under the mentorship of a master teacher. To be eligible for these programs, individuals must have a concentration of academic credit in a specific subject area such as mathematics, social studies, science, etc. Our state offices can provide more information regarding the opportunity for alternative certification programs and the qualifications for acceptance.

Individuals with vocational-technical skills may find employment opportunities in many states. In general, certification for vocational-technical subjects require five or more years of recent, related experience.
 - Internet Support: TTT uses the Internet to promote the hiring of its participants. We offer school districts the opportunity to post their vacancies via our Home Page and provide them the ability to search our database for potential teacher candidates. TTT participants can also post a mini-resume to accompany their database record.
 - Mentor Connection: The Mentor Connection is an Internet based system established so interested individuals can contact, via e-mail, other military veterans who have already made the transition from active duty to public education through TTT. Our Mentors have volunteered to answer questions about their transition to teaching and the rewards and challenges of their new career. As of January 2003, there are over 100 Mentors from all branches of the military, representing 25 states. They provide a valuable resource to other veterans or active duty personnel who are exploring the possibility of beginning a new career as a teacher.

- Application Process: Applicant information is maintained in a database that is used to refer individuals to school districts for possible employment and to our state offices for more individual assistance. Applicants can expect to receive a letter from the DANTES TTT office within two weeks from the date of receipt, informing them of their status as a participant in the program. Referrals to school districts are made if the participant is currently separated, retired or is within 9 months of separation or retirement. The TTT State Program Managers provide state specific information to the participant. They are available via e-mail or toll-free phone for counseling and advice on certification requirements, routes to certification and employment potential. Applicants remain active in the TTT referral database until they are hired by a school district, request their name be withdrawn or do not respond to periodic surveys.
- Employment Opportunities: The need for teachers varies widely throughout the United States and not all school districts experience teacher vacancies in every subject area. The most critical needs are for math, science and special education teachers. Employment opportunities may be better in inner-city schools which are experiencing severe shortages of quality teacher candidates. Those interested in living in very rural parts of the country may also find more employment opportunities at school districts serving rural communities.
- Conclusion - As the teacher shortage continues to grow, school districts are increasingly turning to TTT to find new teacher candidates. School districts that hire one military veteran through TTT almost always come back looking for more “just like him/her”. Military veterans have established an excellent reputation as excellent teachers and exemplary role models for today’s students. The leadership skills, breadth of experience, dedication, commitment and maturity that “Troops” bring to the classroom are attributes sought by public school administrators and parents. If you are considering teaching as a second career, submit your application to Troops to Teachers and join the thousands of other military veterans who are “Proud to Serve Again”.

Testing

A. Required Examinations

- All applicants must submit the required teaching area examination score(s) as adopted by the State Board of Education for purposes of certification. Effective July 1, 2006, the required score on the examination of general professional knowledge (pedagogy) as adopted by the State Board of Education for purposes of certification will be required for initial certification. Until this date, the general professional knowledge (pedagogy) exam will be required only for professional certification.
- An initial certificate will be issued to individuals who seek certification in areas for which no teaching area examination exists and who meet all

requirements for certification in effect on the date that the Office of Teacher Certification receives all required documentation other than a certification test score. Once a test for the particular area of certification is adopted by the State Board of Education, these individuals will be required to present a passing score on the test within one year following the Board's action.

- Certification in work-based career and technology education requires the successful completion of all sections of the basic skills examination and the trade competency examination adopted by the State Board of Education for work-based career and technology education.

B. Required for Initial Licensure

- Elementary Teacher Candidates – To meet the requirements of the law, new teachers at the elementary level must (1) hold at least a bachelor's degree, (2) be licensed by the State, and (3) demonstrate, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary curriculum.
- Middle School and Secondary Teacher Candidates - To meet the requirements of the law, new teachers at the middle and high school levels must (1) hold at least a bachelor's degree, (2) be licensed by the State, and (3) demonstrate their competence, in each of the core academic subjects the teacher teaches, by completing an academic major, a graduate degree, coursework equivalent to an academic major, or advanced certification or credentialing, or passing a rigorous State academic subject test.

C. How Long Have They Been Testing – The South Carolina Department of Education (SCDE) has been requiring certification examinations for teachers since the mid 1950's. The SCDE has primarily used the National Teacher Examinations (now Praxis exams) administered by Educational Testing Services (ETS). In the early 1980's the SCDE also implemented approximately ten exams developed especially for South Carolina by National Evaluation Systems (NES). Currently, SCDE requires various Praxis II content exams, depending on the certification area, as well as the Principles of Learning and Teaching exam. The Praxis I basic skills exam is also used as a requirement for entering teacher education programs in our state.

D. What Kinds of Tests Are Used – The Praxis Test Series is used to test future potential teachers (Praxis I), subject area (Praxis II), and classroom performance (Praxis II).

- Praxis I: Academic Skills Assessments
- Praxis II: Subject Assessments feature sophisticated multiple-choice questions and candidate-constructed responses that measure both breadth and depth of knowledge.
- Praxis III: Classroom Performance Assessments include essays, oral response tasks, listening tasks, portfolio reviews, video stimuli, and in-class observations.
 - Content Area – Tests are required in the area of certification.
 - Basic Skills – Principles of Learning and Teaching

An initial certificate will be issued to individuals who seek certification in a subject for which no teaching area examination exists provided they meet all requirements for certification in effect on the date the Office of Teacher Certification receives all required documentation for certification. Once a specific subject area examination is adopted by the State Board of Education, individuals holding certification in that area will be required to present a passing score for this exam within one year following the Board's action. Those teachers affected by such an action will be notified when a test becomes available.

E. Tests in Every Area Or In Core Areas – The following is a list of the areas of certification with subject assessment/specialty area tests:

- | | | |
|-----------------------------------|-------------------------------------|----------------------------------|
| ➤ Accounting & Related Economics | ➤ Generic Special Education | ➤ Music Education – Choral |
| ➤ Administration | ➤ Geography | ➤ Music Education – instrumental |
| ➤ Agriculture | ➤ Government | ➤ Music Education – Piano |
| ➤ Advanced Fine Arts | ➤ Guidance | ➤ Music Education – Voice |
| ➤ Biology | ➤ Health | ➤ Music Education – Violin |
| ➤ Business | ➤ History | ➤ Orthopedically Impaired |
| ➤ Chemistry | ➤ Industrial Technology | ➤ Physical Education |
| ➤ Dance | ➤ Japanese | ➤ Physics |
| ➤ Deafness and Hearing Impairment | ➤ Latin | ➤ Psychology |
| ➤ Distributive Education | ➤ Learning Disabilities | ➤ Reading |
| ➤ Early Childhood Education | ➤ Mathematics | ➤ School Psychologist |
| ➤ Economics | ➤ Media Communication Specialist | ➤ Science |
| ➤ Educable Mentally Disabled | ➤ Media Specialist/ Library Science | ➤ Severe Disabilities |
| ➤ Elementary Education | ➤ Mental Disabilities | ➤ Social Studies |
| ➤ Emotional disabilities | ➤ Middle Level mathematics | ➤ Sociology |
| ➤ English | ➤ Middle Level Science | ➤ Spanish |
| ➤ English as a Second Language | ➤ Middle Level Social Studies | ➤ Speech and Drama |
| ➤ Family ad consumer Science | ➤ Multi-Cultural Special Education | ➤ Speech Language Therapist |
| ➤ French | ➤ Advanced Fine Arts – Music | ➤ Russian |
| ➤ German | | ➤ Theatre |
| | | ➤ Trainable Mentally Disabled |
| | | ➤ Visual Impairment |

State Teacher Assessment Cut off Scores

Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|---|-----------|
| Elementary 1-6 | 165 |
| PLT: Grades PK-3 | |
| Middle School Content Knowledge | 165 |
| Middle School 5-8 Science | 145 |
| Middle School 5-8 Social Studies | 150 |
| Middle School 5-8 Math | 149 |
| Art | 149 |
| Biology | 590 |
| Chemistry | 570 |
| Composite Science – Biology & General Science | 590 |
| Chemistry, Physics, & General Science | 570 |
| Earth Science | |
| Economics | 158 |
| English | 162 |
| Geography | 158 |
| Government/Political Science | 158 |
| History | 158 |
| Math | 131 |
| Music | 151 |
| Physics (Chemistry, Physics, & General Science) | 570 |
| Social Studies | 158 |
| Spanish | 148 |

Major & Minor – Semester Hours for Each

- A. Still Using a Minor – A person who holds a valid South Carolina teaching certificate may request to add additional areas of certification by meeting the following criteria:
- Verification of full-time work experience in the area of certification requested;
 - Two technical references from persons having firsthand knowledge of the applicant’s work experience in the area of certification requested; and
 - Submission of at least the minimum qualifying score on the required competency examination(s).
- B. Using Minor in 2006 – Additional areas of certification may be added to a valid Professional South Carolina teaching credential. To add an additional area, an applicant must
- Complete the requirements established for certification area as adopted by the State Board of Education.
 - Submit the required score on the teaching area examination(s).
 - Submit a written request and all required documentation to the Office of Teacher Certification for the additional area of certification.

Composite/Comprehensive Degrees – Interdisciplinary Certification

- A. Social Studies – The South Carolina Department of Education (SCDE) currently issues an interdisciplinary certification in the area of social studies at the secondary level. In accordance with South Carolina’s policy on standards based teacher preparation, graduates of teacher education programs accredited using performance-based standards in these areas hold the equivalent of an academic major with sufficient credits in the related areas to be deemed highly qualified. Therefore, teachers who hold certification in social studies are considered highly qualified to instruct in history, civics, government, economics, and geography at the appropriate grade level. Each social studies course in South Carolina includes curriculum standards in history, government, economics, and geography.
- B. Secondary Science - Interdisciplinary certificates are also issued in the area of secondary science as follows:
- Individuals who are certified in biology may teach courses in biological science and/or general comprehensive science.
 - Individuals who are certified in chemistry and physics may teach courses in chemistry, physics, and/or general comprehensive science.
 - Individuals who are certified in comprehensive science (which requires 30+ semester hours of study in science and a passing score on the Praxis II Biology and General Science examination or the Chemistry Physics, and General Science examination may teach courses in any area of science.
- C. Semester Hours – An individual who has acquired 30+ semester hours of study in science and a passing score on the Praxis II Biology and General Science examination or the Chemistry Physics, and General Science examination may teach courses in any area of science.

- D. Still Using Them – The *Identifying “Highly Qualified Teachers”* manual was approved by the South Carolina State Board of Education on April 14, 2004. Page #5 states the previously mentioned requirements for a secondary teacher to acquire “interdisciplinary certification” in either secondary social studies or science. Thus, it is presumed that a composite/comprehensive degree will still be available for teacher certification.

Middle School – South Carolina Middle level Teachers: Certification and NCLB Highly Qualified Status Requirements

- A. Grades Used in Middle School – The middle level is defined as the 5th to 8th grade.
- B. Teaching Qualifications Now & In July 2006 – Certification – By July 1, 2008, all teachers assigned to teach in a school that is designated as a middle level school must hold middle level certification in the subject(s) they are assigned to teach (Language Arts, Social Studies, Mathematics, or Science). Middle level teachers, including alternative certification program participants, may become eligible for middle level certification through one of the following methods:

➤ Add-On Certification

- Teachers with Middle Level Teaching Experience – Teachers with middle level teaching experience may be eligible for add-on certification at the middle level, provided that on or before July 1, 2008, they have obtained professional certification and they have three years of experience teaching the middle level subject area for which they are seeking add-on certification, as long as the three years of experience falls within five years of the date of the application for the add-on certification.
- If such a teacher applies for middle level add-on certification prior to October 1, 2006, the teacher need only hold a professional certificate at the elementary level, or the secondary level in the subject area for which they are seeking add-on certification.
- If such a teacher applies for middle level add-on certification after October 1, 2006, the teacher must also:
 - obtain a passing score on the appropriate content area Middle Level or Secondary Level PRAXIS Examination(s), and
 - obtain a passing score on the Middle Level Principles of Learning and Teaching Examination.
- Teachers who have been teaching a subject area at the middle level under an out-of-field permit must complete the add-on requirements in that middle or secondary level subject area to be eligible to add on certification at the middle level in that subject area.
- Teachers with less than three years of middle level teaching experience or who apply after July 1, 2008, may obtain add-on certification at the middle level by completing the following requirements:

- Hold a current professional certificate in another subject area,
 - Satisfy the specific add-on course requirements for the middle level subject area(s) to be added,
 - Obtain a passing score on the appropriate subject area(s) Middle Level or Secondary Level PRAXIS II Examination(s), and
 - Obtain a passing score on the Middle Level Principles of Learning and Teaching Examination.
- Initial Certification – Initial certificates at the middle level are issued to teachers who have:
- Completed an approved middle level teacher training program;
 - Obtained a passing score on the appropriate middle or secondary level subject area PRAXIS Examination; and
 - Effective July 1, 2006, have obtained a passing score on the middle level Principles of Learning and Teaching Examination. Prior to 2006, a passing score on the PLT is not required until Professional Certification is sought.

Student Teaching Requirements – All teacher education candidates must know, understand, and demonstrate the use of national and state student academic standards for all certification areas in which they will be certified to teach. Teacher education units must provide assessment data to indicate that candidates know understand, and can apply the appropriate South Carolina K-12 academic standards. Copies of the current South Carolina PreK-12 curriculum Standards are available at <http://myschools.com>.

- A. Number of Weeks Required – The student teaching experience must be a minimum of twelve weeks or sixty full days. During the sixty days, student teachers must adhere to the daily schedule of the supervising teacher(s) (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, in-service activities, and rehearsals). Assignments of student teachers are not to include activities or duties assigned to the supervising teachers for which an additional stipend is received. Student teachers in traditional sixty-day student teaching experiences may not be paid employees in an instructional role during student teaching. However, students engaged in innovative yearlong student teaching experiences (which must be approved by the State Board of Education) may be paid employees in an instructional role for portions of their student teaching experiences.
- B. Minimum Grade Point Average – successfully complete a minimum of 45 semester hours of college/university course work with a minimum cumulative grade point average (GPA) of at least a 2.50 on a 4-point scale or a cumulative GPA of 2.25 on a 4-point scale at the recommendation of the dean or director.

No Child Left Behind – Title II of the Elementary and Secondary Education Act (ESEA), is now known as the NCLB Act of 2001.

- A. Definition of “Highly Qualified” – Teachers who entered the profession before the 2002–03 school year must hold South Carolina certification, with no waivers, and must demonstrate content knowledge of the core academic

subject(s) they are teaching by achieving one of the following options for each of the core academic subjects they are teaching:

- Obtain a passing score on the state-approved content examination(s);
- Have a major in the content area(s);
- Hold a master's, master's plus thirty, or doctorate in the content area(s);
- Obtain NBPTS certification for the specific age range and the specific content area; or
- Successfully perform on the "high, objective, uniform state standard of evaluation – HOUSSE" in each core academic subject.

B. Requirements for Veteran Teachers – A teacher who entered the profession prior to the 2002-2003 school year – Teachers who entered the profession before the 2002–03 school year must hold South Carolina certification, with no waivers, and must demonstrate content knowledge of the core academic subject(s) they are teaching by achieving one of the following options for each of the core academic subjects they are teaching:

- Obtain a passing score on the state-approved content examination(s);
- Have a major in the content area(s);
- Hold a master's, master's plus thirty, or doctorate in the content area(s);
- Obtain NBPTS certification for the specific age range and the specific content area; or
- Successfully perform on the "high, objective, uniform state standard of evaluation – HOUSSE" in each core academic subject.

C. Requirements for New Teachers as of July 2006 –To be considered highly qualified, teachers new to the profession after the first day of the 2002–03 school year who teach at a school that has been designated as a middle level school must hold South Carolina certification, with no waivers, and must demonstrate content knowledge of the core academic subject(s) they are teaching (Language Arts, Social Studies, Mathematics, and/or Science) by achieving one of the following options, for each of the core academic subject(s) they are teaching:

- Obtain a passing score on an appropriate content examination(s);
- Have a major in the content area, or coursework equivalent to an undergraduate major, as established and verified by the Division of Teacher Quality, State Department of Education (SDE);
- Hold a master's, master's plus thirty, or doctorate in the core academic content area; or
- Successfully perform on the "high, objective, uniform state standard of evaluation – HOUSSE" (available only for teachers in non-Title I schools or targeted assistance programs who entered the profession prior to July 1, 2006.)

D. Rural Flexibility Rule – What Are They Doing? – The "Rural flexibility Rule" did not help South Carolina. There were no schools in the state that qualified under the definition for "rural" handed down by the federal department. It is presumed that the definition of "rural" was so restrictive.

- E. Use of Portfolios – South Carolina has developed the Content Area Evaluations to serve as one of the options that eligible teachers may elect to use to demonstrate that they have met the content competency requirements for being “highly qualified,” as defined by the NCLB Act of 2001. These content area evaluations meet the NCLB specifications for a “high objective State standard of evaluation” and are aligned with South Carolina’s system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The primary aim of South Carolina’s ADEPT is to define and promote quality teaching.

2002-2003 STATEWIDE SUMMARY OF ADEPT RESULT TOTALS

| LEVEL | TOTAL NUMBER OF TEACHERS | NUMBER (%) OF TEACHERS | | | |
|---------------------|--------------------------|------------------------|------------------------------|------------------------|----------------------------|
| | | MET ADEPT STANDARDS | DID NOT MEET ADEPT STANDARDS | INCOMPLETE (<152 days) | ADEPT RESULTS NOT REPORTED |
| Induction | 2,651 | 2,154 (81%) | 127 (5%) | 74 (3%) | 296 (11%) |
| Provisional | 275 | 216 (79%) | 12 (4%) | 20 (7%) | 27 (10%) |
| Annual | 3,166 | 2,711 (86%) | 130 (4%) | 57 (2%) | 268 (8%) |
| Second Annual | 370 | 310 (84%) | 18 (5%) | 15 (4%) | 27 (7%) |
| Continuing – Formal | 637 | 491 (77%) | 93 (15%) | 9 (1%) | 44 (7%) |
| Continuing – GBE | 44,509 | 43,915 (99%) | 69 (<1%) | 68 (<1%) | 457 (1%) |
| TOTAL | 51,608 | 49,797 (96%) | 449 (1%) | 243 (<1%) | 1119 (2%) |

The ADEPT system includes three components:

- Induction. During their first year of employment, beginning teachers (a) participate in activities designed to facilitate the transition into professional practice and (b) receive support, assistance, and feedback from mentors, building administrators, and other experienced and novice teachers.
- Formal evaluation. During this phase, teachers at the provisional, annual, and second annual contract levels, as well as designated teachers at the continuing contract level, are judged according to their performance relative to ten professional teaching standards (performance dimensions).
- Informal evaluation. During this phase, “successful” teachers at the continuing contract level collaborate with administrators to develop, implement, and evaluate individualized professional growth and development plans.

The following table (on the next page) summarizes the ADEPT evaluation results for teachers at each contract level. Data for this report were submitted electronically by school districts via the ADEPT Data System (ADS).

State Law – use of Terminology “Major Equivalency” – Any person who holds a valid South Carolina temporary or professional certificate and is assigned duties in an area for which he or she is not appropriately certified may be eligible for a permit to teach out-of-field. Out-of-field permits are issued only at the request of the employing school district. The employing district must apply for a permit no later than thirty days after the date of assignment. Out-of-field permits are issued only for the academic year in which they are requested and expire June 30.

To qualify for a permit, a person must have

- a valid South Carolina teaching credential and
- 12 semester hours of credit toward full certification in the area of special preparation for which the permit is requested.

The teacher must earn 6 semester hours of college credit in the certification area of the permit before he or she can be issued another permit in the same certification area. Permits shall not be issued for school psychologists, speech language therapists, social workers, or nurses.

National Board

A. Paying a Stipend? – The National Board for Professional Teaching Standards (NBPTS) has announced that graduate credit in education has been recommended for teachers who have completed all requirements of the National Board Certification process and for those who complete it in the future. After researching this effort, the Division of Teacher Quality has determined that this graduate credit option is appropriate primarily for states that did not award renewal credit and/or grant bonuses to recipients of National Board Certification. South Carolina already provides

- renewal credit which is equivalent to twelve hours
- an annual bonus of \$7500 for the life of the National Board Certificate
- forgivable loans for the application fee

Due to these established incentives for teachers who earn National Board Certification, the South Carolina Department of Education will not accept the American Council on Education (ACE) graduate credit for any teacher certification purposes.

B. Recertification for National Board Certified Educators – When a teacher achieves certification by the National Board for Professional Teaching Standards (NBPTS) he/she will be registered on the South Carolina National Board for Professional Teaching Certified Teacher (NBCT) list at the South Carolina Center for Teacher Recruitment. The South Carolina Center for Teacher Recruitment will send that list to the Division of Teacher Quality (DTQ) at the SDE. The DTQ will process that list to reflect NBPTS Certification in the certification file of those teachers. The educator's certificate will be automatically re-issued to the NBCT.

The National Board for Professional Teaching Certified Teacher will be granted a South Carolina certificate with the same ten-year recertification cycle as the National Board for Professional Teaching Standards certificate. Based on South Carolina Code Ann. Section 59-26-85, the South Carolina certificate will be valid for the ten-year validity period of the National Board for Professional Teaching Standards Certificate.

Once the National Board for Professional Teaching Standards establishes the recertification process for NBPTS Certification, the renewal process for the comparable South Carolina certificate will be determined.

- Example – A teacher's South Carolina Professional Educator's Certificate expires in 2006.
 - The teacher achieves NBC in April of 2003.
 - The DTQ reissues the educator's South Carolina certificate with a valid period of July 1, 2004 - June 30, 2014.
 - When the National Board for Professional Teaching Standards establishes renewal requirements for the NBPTS Certificate, the renewal process for the comparable South Carolina certificate will be determined.
- Example – An out of state NBCT moves to South Carolina and requests a South Carolina professional educator's certificate.
 - The NBCT will be given a South Carolina certificate valid from the request date of application to the expiration date of the NBPTS certificate.
 - When the National Board for Professional Teaching Standards establishes renewal requirements for the NBPTS Certificate, the renewal process for the comparable South Carolina certificate will be determined.

New Teacher Support System - Mentoring – Induction

- A. Teachers who possess a valid South Carolina teaching certificate and have less than one year of public school teaching experience may be employed under a one year nonrenewable induction contract, provided the date of employment allows the teacher to be employed for at least 152 days of full time teaching. Teachers may be employed on only one induction contract. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under induction contracts.
- B. Beginning with the 1998-99 school year, all teachers employed under an induction contract must participate in an Induction Program designed or selected by the local district to provide teachers with comprehensive guidance and assistance throughout the school year. Such programs must be approved by the State Board of Education and must include, but are not limited to:
 - A comprehensive orientation session. At a minimum, the orientation session must include: (1) written and oral explanations of the Induction Program requirements, procedures, and activities; (2) written and oral explanations of all relevant district and school policies, operations, and resources; (3)

information about teacher oriented and student oriented services available in the district, school, and community; (4) information concerning the social, cultural, and economic characteristics of the community being served by the school; (5) written and oral explanations of the ADEPT Performance Dimensions; and (6) written and oral explanations of locally established criteria or requirements for successfully completing the induction contract year.

- Procedures for assigning each induction contract teacher an assistance team that will provide and coordinate guidance and support for the teacher throughout the school year. At a minimum, assistance teams are to include a mentor teacher and a building administrator.
- Procedures for assuring that all assistance team members receive appropriate training that provides them with the knowledge and skills necessary to fulfill their respective roles in the Induction Program. At a minimum, training programs are to provide assistance team members with in depth knowledge of the ADEPT Performance Dimensions, the knowledge and skills necessary to collect and document information related to performance in each dimension, the knowledge and skills necessary to identify strengths and weaknesses in performance relative to the Competent Performance Description for each dimension, and the knowledge and skills necessary to counsel, coach, and assist teachers during their induction contract period.
- Procedures to assure that assistance team members observe and consult with their assigned teachers on a regular basis throughout the school year. Observations and/or consultations should occur regularly and consistently. It is strongly recommended that these meetings should occur at least once per month.
- Procedures to assure that induction contract teachers observe and/or consult with a variety of experienced teachers throughout the school year. Observations and/or consultations should occur regularly and consistently. It is strongly recommended that these meetings should occur at least once per month.
- Procedures to assure that all induction contract teachers within a school and/or district meet as a group to share information, ideas, and suggestions about teaching. These meetings should occur regularly and consistently. It is strongly recommended that these meetings should occur at least once per month.
- Procedures for providing induction contract teachers with formal written and oral feedback on their performance in each ADEPT Performance Dimension during the fall. The feedback must be provided before the December holiday break.
- Procedures for providing induction contract teachers with formal written and oral feedback on their performance in each ADEPT Performance Dimension during the spring. The feedback must be provided before April 15.

- Procedures for documenting, evaluating, and continuously improving the Induction Program. Evaluations of the program must include, but are not limited to, feedback from assistance team members and induction contract teachers.
- C. By November 1 of each school year, school districts must provide the SDE with a list of all teachers employed under induction contracts. This information will be used by the SDE to provide flow through funds for school districts.
- D. School districts must establish criteria or requirements that are to be met by teachers to successfully complete the induction contract year. At a minimum, these requirements must include successful completion of the locally designed induction program.
- E. Teachers employed under induction contracts are to be notified in writing of their employment status for the next school year by April 15. Teachers who successfully complete the induction contract year, as determined by the local district, are eligible for employment at the annual contract level. At the discretion of the school district, these teachers may be employed under an annual contract or released from employment. A teacher who is released may seek employment in another school district at the annual contract level.
- F. Teachers who do not successfully complete the induction contract year, as determined by the local district, are eligible for employment under a one-year nonrenewable provisional contract. At the discretion of the school district, the teacher may be employed under a provisional contract or released from employment. A teacher who is released may seek employment in another school district at the provisional contract level.
- G. By June 20 of each school year, school districts must report to the SDE on the success of teachers employed under induction contracts and the employment contract decisions made for the following year.
- H. The SDE will provide to school districts ongoing technical assistance in the form of training, consultation and advisement as requested. All school districts are to submit revisions and/or amendments to their process for evaluating and assisting teachers during their induction contract teaching assignments to the SDE no later than May 1 each year. Review teams, composed of representatives from colleges, universities and school districts, will provide feedback regarding amendments to plans so modifications can be made to existing programs. By July 1 of each school year, the SDE will provide colleges and universities information regarding the success of teachers employed under induction contracts.

State Teacher Standards – www.scteacehrs.org/Adept/index.cfm

Refer to the State Teacher’s Standards matrix for an overview.

State Contacts

South Carolina Office of Teacher Certification, Landmark Building, Suite 500, 3700 Forest Drive, Columbia, South Carolina 29204. Telephone: (803) 885-5280 Fax: (803) 734-2873. Web: www.scteachers.org

South Carolina Department of Education, 1429 Senate Street, Columbia, South Carolina 29201. Telephone: (803) 734-8815. Fax: (803) 734-3389. Web: www.myschools.com

Meeks, Kathryn R. Ph.D. Division of Teacher Quality – South Carolina Department of Education, 3700 Forest Drive, Suite 500, Landmark II Office Building, Columbia, South Carolina 29204. Telephone: (803) 734-4067 or (877) 885-5280. Fax: (803) 734-0872. e-mail: kmeeks@scteachers.org

Poda, Dr. Janice. Senior Director, Division of Teacher Quality – South Carolina Department of Education, 3700 Forest Drive, Suite 500, Landmark II Office Building, Columbia, South Carolina 29204. Telephone: (803) 734-8466 or (877) 885-5280. Fax: (803) 734-2873/8264. e-mail: Jpoda@scteachers.org

Turner, Jim. Center for Educator Recruitment, Retention, & Advancement (CERRA). e-mail: JTurner@scteachers.org

South Dakota

Licensing

Professional Development Plan is a plan established and approved by the department, in consultation with the employing school and an accredited four-year institution with approved education programs that identifies a sequence of coursework and experiences designed to develop the competencies of standards and require study and experience comparable to an approved education program for teachers.

Certificate refers to a document granted by the state of South Dakota that provides official recognition of completion of all necessary preparation requirements and authorizes the holder to perform educational services.

- Five Year Certificate- Renewable

The Department may issue this to an applicant who has:

- Completed an approved education program or an approved education endorsement program for school psychological examiners **(OR)**
- Completed requirements of the professional development plan identified at the issuance of the two-year nonrenewable certificate **(OR)**
- Completed a master's degree or higher in the discipline, is employed as a full-time faculty member at a South Dakota University, and is teaching secondary courses over the Digital Dakota Network **(OR)**
- Documented National Board Certification.

Applicants whose programs are more than five years old must provide documentation of six semester hours in the applicant's field of study from an accredited four-year institution in the five years immediately preceding the date of application.

- Two Year Certificate- Nonrenewable

The department may issue a two-year certificate to an applicant who has been offered employment by a South Dakota state accredited school system and submitted a professional development plan that identifies eligibility criteria for a five-year certificate. In addition, a two-year certificate may be issued if the applicable preparation and work experience have been completed within the last five years and if:

- Applicant has completed an approved education endorsement program in driver education, American Sign Language, Braille, Lakota languages, or junior ROTC **(OR)**
- Applicant has completed a teaching program or an alternative certification program in another state **(OR)**
- Applicant is filling a school's confirmed need in a subject/area, has at least a bachelor's degree in the subject/area, and seeks alternative certification **(OR)**

- Applicant's teaching assignment is not more than one-fourth full time and the applicant has at least a bachelor's degree with coursework equivalent to a major in the assigned subject/area **(OR)**
- Applicant has been offered employment in vocational-technical education.
- One Year Certificate-Nonrenewable
 - The department may issue this certificate to eligible persons who
 - Do not meet the five-year recent credit requirement as needed for the five-year certificate.
 - Do not meet the five-year recent preparation or work experience as per the two-year certificate.

Type of Endorsements- All require the completion of an approved Bachelor's degree program at an accredited four-year college or university.

1. Birth Through Preschool Education Endorsement Program

- Requirements:
 - A child development associate credential for infant, toddlers, and preschoolers **(OR)**
 - Completion of 18 semester hours of coursework to include:
 - Child growth and development
 - Curriculum, methodology, and materials related to infants, toddlers, and preschoolers
 - Family systems
 - Introduction to children with disabilities **(AND)**
 - One hundred thirty five clock hours of experience, practicum, or student teaching with birth through preschool age children
 - Verified teaching experience with birth through preschool age children within the five-year period immediately preceding application may be accepted in lieu of clock hours at the equivalency of one year's teaching experience for one semester hour credit for a maximum of three semester hours of the total credit hours required.

2. Elementary Teaching Endorsement (K-8)

- Requirements:
 - Coursework shall include:
 - 21 semester hours including Methods (11 hours), Professional studies (7 hours), and Human Relations (3 hours).
 - Subject areas: 34 semester hours
 - Student teaching- 10 weeks
 - Kindergarten Endorsement Program Requirements:
 - Completion of nine semester hours in early childhood education, including a course in kindergarten education
 - A practicum, internship, or student teaching in kindergarten.
 - Verified teaching experience in kindergarten within the five-year period immediately preceding the application may be accepted in lieu of the above field experiences at the equivalency of one year's teaching experience for one semester hour credit for a maximum of three semester hours of the total credit hours required.

3. 5-8 Middle Level Education Endorsement Program
 - Requirements:
 - Completion of eight semester hours of coursework in the design of curriculum and instructional strategies for middle level learners, developmental characteristics of the middle level learner, and other topics relative to the concepts of middle level education or the middle level learner
 - Completion of a practicum, internship, or student teaching in a formally organized middle school or junior high.
 - Verified teaching experience in a formally organized middle school or junior high within the five-year period immediately preceding the application may be accepted in lieu of the above field experiences at the equivalency of one year's teaching experience for one semester hour credit for a maximum of three semester hours of the total credit hours required.
 4. 5-8 Middle Level Education Endorsement Program for Content Areas
 - Requires a methodology course in the content area in addition to 12 semester hours specific to the content area as follows:
 - Language arts- coursework in composition/grammar, literature, speech, and teaching of reading in the content areas
 - Mathematics- coursework in algebra and other mathematics courses with middle or secondary level content
 - Natural Science- coursework in Life Science, Physical Science, and Earth/Space Science
 - Social Science- coursework in United States History, Civics, and Geography
 5. 7-12 Language Arts Education Endorsement Program
 - Requires 18 semester hours in one of the specific content areas listed below, with at least six in upper division coursework, to include a language arts methodology course:
 - Composition/grammar
 - Drama/Theatre
 - Literature
 - Mass Communications
 - Speech/Debate
 - Speech/Debate/Drama/Theatre: a balance of coursework in oral communications
 - Composition/Grammar/Mass Communications
 - Literature and Composition/Grammar
- 7-12 Mathematics
- Requires 18 semester hours in mathematics, with at least six in upper division coursework, to include a methodology course, the study of the fundamental principles of mathematics, algebra, trigonometry, statistics, differential and integral calculus, and geometry, or upper division mathematics courses in lieu of these requirements.
- 7-12 Science Education Endorsement Program

- Requires a science methodology course in addition to 12 semester hours in one of the specific content areas as follows:
 - Biology
 - Chemistry
 - Physics
 - Earth Science
 - Physical Science

7-12 Social Science Education Endorsement Program

- Requires a social science methodology course in addition to 12 semester hours in one of the specific content area as follows:
 - Economics
 - History
 - Geography
 - Political Science
 - Psychology
 - Sociology

7-12 Technology Education Endorsement Program

- Requires 18 semester hours, to include three semester hours in the four clusters of communications, manufacturing, construction, and energy/power/transportation; methodology of teaching technology; and safety

Various K-12 Endorsement Programs as follows:

- K-12 Art Education
- K-12 Comprehensive School Health Education
- K-12 Educational Technology
- K-12 Library Media Education
- K-12 Music Education
- K-12 Physical Education
- K-12 Adapted Physical Education
- K-12 South Dakota Indian Studies Education
- K-12 Special Education
- K-12 World Language Education
- K-12 English as a New Language
- K-12 Gifted Education
- K-12 American Sign Language
- K-12 Braille Education
- K-12 Lakota Languages Education

➤ **Alternative Route to Certification**

The department shall administer a program that provides an alternative route to certification for qualified candidates who are seeking alternative certification. Elementary Education programs will not be available in the alternative certification process beginning on July 1, 2003. To be eligible for the program, a person must meet the following requirements:

- Holds a bachelor's degree or higher, with the bachelor's degree obtained at least two years prior to admittance into the alternative certification program.

- Has maintained an overall grade point average of 2.5 or higher on an undergraduate transcript.
 - Holds a college major in the subject area to be taught or has five years experience in a related field, as determined by the department.
 - Has an offer of employment from a South Dakota accredited school system that operates a mentoring program approved by the department.
 - Submits to a criminal background investigation.
 - Adheres to the Code of Professional Ethics as adopted by the Professional Teachers Practices and Standards Commission.
 - Completes a screening interview with school personnel and the department's program coordinator.
 - Effective July 2005, submits to the department an official copy of all test scores including any subtest scores provided by the testing company on the state certification exams for each subject or area authorization and for the pedagogy exam for each age or grade span in which the alternative certification applicant will be certified.
- Program Description: The alternative certification program shall consist of:
- On-the-job classroom training during the school year (2 semesters)
 - Mentorship during the on-the-job training
 - An orientation program provided by the employer
 - Six semester hours of education coursework in pedagogy and related fields of the education school curriculum based on the core standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC).
 - The program shall be delivered by an accredited college or university with an approved program or endorsement program in the discipline and coordinated with the department and the employing school system.

○ **Teach for America Route To Certification**

Definition:

- A national teacher corps that recruits outstanding recent college graduates of all academic majors to commit two years to teach in low-income rural and urban communities.
- Is inclusive of K-8, 7-12, and K-12 age/grade span authorizations issued at the approved education program level.

Eligibility:

- Holds a bachelor's degree or higher
- Has maintained an overall grade point average of 2.5 or higher on an undergraduate transcript
- Submits to a criminal background investigation
- Adheres to the Code of Professional Ethics
- Completes a screening interview with Teach For America and an interview with the school district
- Completes a screening interview with Teach For America application process and is accepted into the Teach For America program

- Meets the requirements for “highly qualified teacher” status by taking and earning a qualifying score on state certification exams for each subject or area authorization in which the corps member may be certified in order to prove the corps member’s competency if placed in a core content area outside of the corps.

Program Description: The Teach For America two-year alternative certification program requires corps members to:

- Participate in the comprehensive, classroom-focused pre-service summer training institute provided by Teach For America.
- Participate in a local regional orientation at the assigned school district.
- Complete six semester hours of education coursework in pedagogy and related fields of the education school curriculum based on the core standards developed by the Interstate New Teachers and Support Consortium (INTASC).
- Complete three semester hours of South Dakota Indian Studies and three semester hours of Human Relations.
- Participate in an on-the-job classroom mentorship in collaboration with other Teach For America corps members under the guidance of Teach For America and the employing school district for the duration of the two years.
- Effective July 1 after the second year of teaching, the corps member must take the content test, if not taken prior, and must earn a qualifying score on the pedagogy exam for each age or grade span in which the alternative certification corps member will be certified. All test scores, including any subtest corps provided by the testing company for both the content and pedagogy test must be submitted to the department.

Recommendation for Certification

At the conclusion of the two-year program, the department shall determine whether to certify the candidate, based upon:

- Successful completion of coursework with at least a grade of “C”
- A cumulative 2.5 grade point average
- A passing score on the certification exam for each subject or area authorization and for the pedagogy exam for each age or grade span in which the Teach For America applicant will be certified.

Initial Requirements

- A completed application form, official transcripts of all college credit earned, recommendations of the college or university certifying successful completion of a teacher training program, letters from employing superintendents verifying past teaching experience, photocopies of certificates held in any state, Oath of Allegiance to the United States, Proof of United States citizenship, and health reports.
- An application fee of \$15.00 for a one-year nonrenewable, \$20.00 for two-year nonrenewable, and \$30.00 for a five-year renewable.

- Examination requirements- Effective July 1, 2005, an applicant must submit verification of passing scores on the state certification exam for each subject or area authorization and for the pedagogy exam for each age or grade span for which they have completed an approved education program and for each subject or area authorization for endorsement programs for which the applicant is applying.
- A course in special education is required as well as courses in Human Relations (3hrs.) and South Dakota Indian Studies (3hrs.)
- South Dakota does not belong to the Interstate Certification Compact however they have certification pacts with Illinois, Iowa, Kansas, Michigan, Missouri, Nebraska, Oklahoma, and Wisconsin (Central States Exchange Agreement).
- South Dakota does belong to the New Teacher Assessment and Support Consortium (INTASC).
- Out-of-state applicants may be issued a 2-year non-renewable certificate and must complete the Human Relations and Indian Studies to be eligible for the 5-year certificate. Applicants with National Board Certification will be issued a five-year certificate, but renewal requires completion of required coursework.

➤ **Renewal Requirements**

(Effective through September 30, 2005) The department may renew a certificate for a five-year period upon receipt of the following:

1. A completed application form provided by the department.
2. The appropriate fee.
3. Official documentation verifying completion of:
 - Six semester hours or nine quarter hours from an accredited postsecondary institution **(OR)**
 - Six renewal credits approved by the department **(OR)**
 - Nine continuing education units (CEUs) **(OR)**
 - A combination of the above equivalent to six semester hours.

(Effective October 1, 2005) The department may renew a certificate for a five-year period upon receipt of the following:

1. A completed application form and appropriate fee.
2. Official documentation verifying completion of:
 - Six semester hours or nine quarter credit hours.
 - A minimum of three semester credit or five quarter credit hours of the six hours must be transcribed hours from a postsecondary institution accredited by a regional accrediting agency. The remainder of these hours must include one of the following options:
 - Three semester credit or five quarter credit hours transcribed from a postsecondary institution accredited by a regional accrediting agency **(OR)**
 - Three renewal credits approved by the department **(OR)**
 - Forty-five clock hours of continuing education units (CEUs) **(OR)**

- o A combination of credits from a postsecondary institution accredited by a regional accrediting agency, renewal credits, or CEUs equivalent to three semester credit hours.

Lapsed Certificates: The department may reissue a certificate to an applicant who has allowed a certificate to lapse upon receipt of the following:

1. A completed application form and the appropriate fee.
2. Official transcripts verifying completion of six semester hours or nine quarter hours of credit from an approved education program within the five-year period immediately preceding application **(OR)**
3. An updated professional development plan verifying coursework and experiences completed within the five-year period immediately preceding application.
4. Effective July 1, 2005, applicants whose certificates have lapsed must submit verification of passing scores on the state certification exams.

Testing

- o Educational professionals from across the state, in cooperation with Educational Testing Services, have recommended qualifying scores on 39 PRAXIS content and pedagogy tests.
- o Before being presented to the Board of Education at its November meeting, the recommended qualifying scores will undergo further study by content specialists and a test advisory council.
- o Once the qualifying scores have been approved by the Board of Education, they will be required for certification of new teachers after July 1, 2005.
- o Existing teachers will not be required to take the PRAXIS test, however, all future endorsements will require that a content test be taken before it will be added to a certificate.
 - o The Department of Education will request verification of a qualifying test score only for the specific content area, in order for the endorsement to be added to a certificate.
- o Existing teachers may begin taking the tests during dates in April and June 2005.
- o Teachers new to the profession will take the test in the fall 2005.
- o Until the tests are ready, South Dakota is allowing those new to the profession to validate their content knowledge by passing the CAAP (Collegiate Assessment of Academic Proficiency) test or by submitting a portfolio at their individual university.
- o For out-of-state teachers, the department requests verification that the individual has taken and passed a content exam.

Majors and Minors

- The number of credit hours required for a major and its organizational structure will vary.

- Undergraduate majors require both discipline specific and support courses.
- In the Regental system majors typically consist of 47-89 semester credit hours with the mean at 68.5 hours.
- Credits required for the major are supported by the general education core and electives and together meet the total degree requirements.
- Academic minors within a degree program typically consist of 18-24 semester hours.
- At present, teachers are allowed to teach in their minor area of study, however information about the future of this policy was unavailable.
- Information about state requirements from the Department of Education was unavailable. This information was obtained from the Board of Regents and certain universities.

Composite Degrees

Information on this was unavailable.

Middle School

- This level includes grades 5-8.
 - May be added to Elementary or Secondary Certificate
 - Two endorsements:
 - 5-8 middle level education endorsement program
 - 5-8 middle level education endorsement programs for content areas
 - (See requirements for both under Endorsements in previous section)
- Effective 7/1/93, teachers must have a middle school/junior high teaching endorsement to teach in middle and junior high more than half time.

Student Teaching Requirements

The current minimum requirement for student teaching in South Dakota is 10 weeks.

No Child Left Behind

- **Highly Qualified Teacher**
Federal Requirements:
 - Teachers hired after the first day of school of the 2002-2003 school year that teach the core academic subjects in a program supported with Title I funds must be “highly qualified”.
 - Not later than the 2005-2006 school year, all public school teachers who teach the core academic subjects must be “highly qualified”.
- The Core Academic Requirements:
 - The core academic subjects are:
 - English
 - Language Arts or Reading
 - Mathematics
 - Science

- Foreign Languages
- The Arts (Visual Arts and Music)
- Civics and Government
- Economics
- History
- Geography

South Dakota's requirements:

- Elementary Teachers New to the Profession: Includes all teachers employed for the first time (no previous teaching experience) after the first day of school for the 2002-2003 school year.
 - Hold at least a Bachelor's degree (**AND**)
 - Have full State certification (**AND**)
 - Demonstrate, by passing a State test, subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum.

- Middle and High School Teachers New to the Profession
 - Hold at least a bachelor's degree (**AND**)
 - Have full State certification (**AND**)
 - Pass a State test in each academic subject in which the teacher teaches (**OR**)
 - An undergraduate major in content area (**OR**)
 - A graduate degree in content area (**OR**)
 - Coursework equivalent to an undergraduate major

- Existing Elementary Teachers: Teachers employed in an accredited South Dakota school district on or before the first day of the school year, 2002-2003. This may include teachers new to the district, under circumstances when the teacher has previous teaching experience and has only changed employers.
 - Hold at least a Bachelor's Degree (**AND**)
 - Have Full State Certification (**AND Either**)
 - Pass a State test (**OR one of the following HOUSE** rules)
 - Fully authorized by the State of South Dakota for teaching elementary and have at least three years of teaching experience (**OR**)
 - Fully authorized by the State of South Dakota for teaching elementary and graduate degree (**OR**)
 - Passes subject specific state test in content and pedagogy (**OR**)
 - Reading Specialist (**OR**)
 - Hold National Board Certification in a specific or broad discipline.

- Existing Middle and High School Teachers
 - Hold at least a Bachelor's Degree (**AND**)
 - Have Full State Certification (**AND one of the following**)
 - Pass a State test (**OR**)
 - Have a major in content area (**OR**)
 - Have a graduate degree in content area (**OR**)

- Holds National Board Certification in content area (**OR one of the following HOUSE rules**)
 - Fully authorized by State of SD for all teaching assignments in core content areas and have at least three years of teaching experience (**OR**)
 - Fully authorized by State of South Dakota for all teaching assignments in core content areas and a graduate degree (**OR**)
 - Pass subject specific state test in content and pedagogy (**OR**)
 - Reading Specialist (**OR**)
 - Hold National Board Certification in a specific or broad discipline.
- Alternative Certification
- Full State certification within three years of alternative certification program (**AND**)
 - Hold a Bachelor’s Degree (**AND**)
 - Receive high-quality professional development that is sustained, intensive, and classroom-focused on classroom instruction before and while teaching (**AND**)
 - Participate in a teacher mentoring program or receive intensive supervision that consists of structured guidance and regular ongoing support (**AND**)
 - Pass a state test

Rural Flexibility Rule

- The Department of Education, as of May 2004, is working to clarify how it will implement the new flexibility for South Dakota teachers.
- With the new requirements for teacher testing tied to certification, additional thought will need to be given to the roll out of these policies.

Alternative Ways to Achieve Highly Qualified Status

- The teacher may choose to pursue the appropriate additional college coursework to meet the requirements of being “highly qualified”.
 - The teacher may take the state test specific to the area in which they are teaching. If they pass the test in both content and pedagogy, they will be considered “highly qualified”.
 - The teacher may choose to pursue National Board Certification (must have three years teaching experience).
 - Successfully complete an advanced degree or reading specialist endorsement.
 - Demonstrate competence in all academic subjects that he or she teaches based on a high objective uniform state standard of evaluation. (HOUSE)
- To be considered a high objective uniform standard of evaluation, the State standard may involve multiple, objective measures of teacher competency and must satisfy these six criteria:
- Be set both for grade-appropriate academic subject matter knowledge and for teaching skills.

- Be aligned with challenging State academic content and student academic achievement standards and developed through consultation with core content specialists, teachers, principals, and school administrators.
 - Provide objective and coherent information about the teacher’s attainment of the core content knowledge in the applicable academic subject.
 - Be applied uniformly to all teachers in the same academic subject and grade level throughout the State.
 - Take into consideration, although not primarily, the time the teacher has been teaching the subject.
 - Be available to the public on request.
- HOUSE rules were explained previously under “Highly Qualified”.

National Board Certified

The South Dakota Department of Education will establish a program to reimburse public school teachers for the application and processing fee for the National Board for Professional Teaching Standards.

- The reimbursement shall include any federal funds that may be available through a candidate subsidy program.
- The reimbursement shall be paid upon receipt of documentation that the teacher successfully completed all certification requirements and was awarded the credential.

A teacher who teaches in a public school and who has obtained certification by the National Board shall receive a payment of two thousand dollars per year for five years. The stipend shall be paid as follows:

- One thousand dollars from the Department of Education.
- One thousand dollars from the school district where the teacher is employed.

New Teacher Support System- Mentoring

The South Dakota Department of Education in conjunction with the SD Board of Regents, and Technology and Innovation in Education is incorporating *The Every Teacher Program* in which teacher mentorship is a part. (Below will be a description of the entire program).

Every Teacher is grounded in the National Board for Professional Teaching Standards. The standards emphasize that teachers:

- Are committed to students and their learning.
- Know the subjects they teach and how to teach those subjects to students.
- Are responsible for managing and monitoring student learning.
- Think systematically about their practice and learn from experience.
- Are members of learning communities.

The *Every Teacher* Goal:

- Increasing the capacity of South Dakota’s teaching force is an important and strategic goal for advancing student learning. The goal requires a comprehensive approach that encourages the continuous professional development and growth of teachers and ensures that every student has access

to high-quality instruction. Toward that end, the *Every Teacher* program is designed to impact the entire career path of teachers.

The four components are as follows:

- *Every Teacher* establishes a curriculum for teacher preparation that is sound and strong by:
 - Aligning coursework and programs with national standards and assessments.
 - Aligning outcomes for teacher preparation candidates with K-12 content standards.
 - Engaging both education and arts and science faculty in accountability measures to heighten prospective teacher competency.
 - Integrating and modeling research-based methods and practices into teacher preparation.

Every Teacher increases teachers' content and pedagogical knowledge and skills by:

- Engaging teachers in professional development that:
 - o Focuses on math and reading content.
 - o Emphasizes research-based methods and materials.
 - o Integrates best practices for curriculum, instruction, and assessment.
- Promoting and supporting teachers for candidacy for National Board Certification.

Every Teacher invests in mentoring to support new and practicing teachers by:

- Engaging first year teachers in a mentoring program.
- Offering course work and mentoring for practicing teachers pursuing National Board Certification.
- Providing a mentoring option for alternative certification candidates.

Every Teacher supports a systematic, collaborative effort for improving South Dakota's teacher system by:

- Partnering with the Midwest Alliance for Professional Learning and Leadership (MAPLE) for improving professional development for teachers and administrators through:
 - o Co-establishing a Teacher Development Planning Team for planning and providing collaborative professional development for teachers, with special attention to high needs areas.
 - o Serving as a resource for policymakers and other constituent groups regarding teacher quality issues.

State Teacher Standards

The teacher standards for South Dakota can be found at:

<http://www.state.sd.us/deca/OCTA/contentstandards/index.htm>

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contact

Department of Education

Office of Policy and Accountability

700 Governors Drive

Pierre, SD 57501-2291

Voice: 605/773-3553

Member Web Site - <http://www.state.sd.us/deca/account/certif.htm>

Approved Programs - <http://www.state.sd.us/deca/opa>

Tennessee

NAMES, TYPES, AND LENGTHS OF LICENSES:

- Apprentice License
 - Valid for five years.
 - Issued on the basis of completion of a bachelor's degree from an approved teacher education program or alternative licensure route.
 - Qualifying scores on the Praxis Series Examination or verification exemption requirements have been met.
 - Renewable.
 - Successful completion through evaluation after 3 years leads to professional license.
- Teacher's Professional License
 - Valid for ten years.
 - Issued upon satisfactory completion of the three-year apprenticeship.
 - Renewable with 90 points of professional development credit, which may include coursework.
 - If license is based on master's degree, renewable with five years experience or 90 points of professional development credit, including course work.

➤ License Requirements:

- Teacher's Professional License
 - A ten-year license issued on the basis of satisfactory completion of the three-year apprenticeship.
 - Renewable.
- Alternative/Interim Licenses
 - *Alternative A*
 - The applicant must have been granted at least a bachelor's degree in the teaching field from a regionally accredited institution of higher education.
 - The applicant's transcript must reflect academic major.
 - A Tennessee superintendent/director of schools must state intent to employ the applicant and must provide a mentor teacher for the applicant during the first two years of teaching.
 - An individual may be reissued an Alternative A License not more than two times provided that a superintendent/director of schools states intent to employ and provided that the individual has completed at least six semester hours of credit in the areas of deficiency each time the individual reapplies for the license.
Before the first renewal the individual must be enrolled in an approved teacher education program and must submit an approved program of studies that will lead to licensure.
 - Applicants are eligible for an Alternative A License in all initial endorsement areas.
 - An individual may present two years of successful teaching

under an Alternative A License in lieu of student teaching.

- Interim B License
 - A one-year license issued to applicants who meet all certification requirements but lack minimum qualifying scores on the Praxis Series Exam and/or Specialty Area Test.
 - Renewable one time.
 - Requires a Tennessee superintendent/ director of school's intent to employ.

- Alternative C
 - Requires:
 - Bachelor's degree from accredited institution;
 - Completion of portion of an approved alternative prep program; statement of intent to hire from Tennessee superintendent/director of schools.
 - Valid for one to two years depending on endorsement area.
 - Issued for all areas.

- Interim D License
 - Requires:
 - Bachelor's degree; recommendation by college or university offering approved alternative preparation program.
 - Valid for one year.

- Alternative E
 - The applicant must have been granted at least a bachelor's degree from a regionally accredited institution of higher education. An academic major in the teacher field or passing scores on the Praxis II Specialty Area (certain endorsement areas may not be issued without a master's degree).
 - The Tennessee superintendent/director of schools must state intent to employ the applicant and must provide a mentor teacher for the applicant during the first two years of teaching.
 - An applicant may be reissued an Alternative E License not more than two times provided that a superintendent/director of schools states intent to employ and provided that the individual has completed at least six semester hours of credit. A maximum of 24 semester hours of professional education course work is required for issuance of a full teacher license.
 - Two years of successful teaching resulting in a positive recommendation for full licensure must be submitted by the superintendent/director of schools. This may be used in lieu of student teaching. In addition, all Praxis test requirements must be met.
 - Applicants are eligible for an Alternative E License in all areas except elementary education, middle grades and early childhood education.

- Out-of-State Teacher's License
 - Initial five-year license issued to applicants with one-year of teaching experience in another state.
 - Issued on the basis of completion of a bachelor's degree and an approved teacher education program or via the reciprocal contact and

submission of minimum qualifying scores on the Praxis Series Examination.

- Applicant may be exempt from testing requirements.
- Renewable.

IN-STATE VS. OUT-OF-STATE REQUIREMENTS:

- An Out-of-State Teacher License is issued to an applicant who meets requirements for a full initial Tennessee teacher license and has at least one year of acceptable teaching experience in another state.
- The Out-of-State License is valid for five years and is equivalent to an Apprentice License.
- Upon completion of a minimum of three years of teaching (a combination of in-state/out-of-state experience, with the last year in Tennessee) and receipt of a positive local evaluation, the license holder will advance to the Professional License.

RENEWAL REQUIREMENTS

- **Renewal Guidelines for Professional Teacher License**
 - Must be renewed every ten years.
 - 90 renewal points.
 - Master's degree or higher who have not accrued five years of acceptable experience during the ten-year validity period of the license are also required to earn 90 renewal points.
 - If the holder of a Professional Teacher License has a Master's degree or higher, and has accrued five years of acceptable experience during the ten-year validity period of the license, no renewal points will be required, only verification of that experience.
- **Renewal Guideline for Interim Type B**
 - Issued for one school year to an applicant who has met all licensure requirements except completion of the required Praxis Series Exams.
 - May be renewed for one additional school year if necessary.
 - To renew this license, the superintendent/director of schools must sign an application for renewal of Interim Type B license stating his/her intent to re-employ the applicant for an additional school year and submit it to the Tennessee Office of Teacher Licensing.
- **Renewal Guidelines for Out-of-State Teacher Licenses**
 - Issued for a five years.
 - If in a Tennessee public school system for three years on the Apprentice or Out-of-State Teacher License, and receives a positive local evaluation, he/she would advance to the Professional Teacher License without meeting any additional requirements.

- If the Apprentice or Out-of-State Teacher License is not used for three years in a Tennessee public school system, it can be renewed every five years by meeting current renewal requirements.
- Bachelor's degree must earn 45 renewal points.
- All educators holding an Apprentice or Out-of-State Teacher License based on a Master's degree or higher who have not accrued three years of acceptable experience during the five-year validity period of the license are also required to earn 45 renewal points.
- If the holder of an Apprentice or Out-of-State Teacher License has a Master's degree or higher, and has accrued three years of acceptable experience during the five-year validity period of the license, no renewal points will be required, only verification of that experience.
- If the educator chooses to renew by taking coursework, credit at the undergraduate level must be earned in professional education, a current area of endorsement, or in computer science/computer technology.
- Graduate level coursework may be earned in any area, which is clearly related to public education.
- All coursework must be reflected on an official transcript from an accredited university.
- All coursework will be converted to renewal points.

ALTERNATIVE SYSTEMS OF ATTAINING A TEACHING LICENSE:

An Alternative Teacher License is issued to an individual who holds a Bachelor's degree from a regionally accredited institution of higher education with an academic major in the endorsement area sought. A superintendent/director of schools in Tennessee must sign a statement of intent to employ the applicant and must provide a mentor for the applicant during the first two years of teaching.

If the applicant's transcripts do not reflect an academic major in the area of endorsement sought, he/she must be admitted to an approved teacher preparation program and obtain a written statement signed by the certification officer at the university verifying that the applicant has satisfied all coursework in the subject area component of the approved program.

Alternative Licenses are available in all initial licensure endorsement areas. All persons seeking an Alternative License in the areas of early childhood education, elementary education, and middle grades education must be admitted to an approved teacher preparation program and must have made adequate academic progress as prescribed by the college/university prior to the issuance of the Alternative License. An individual may not be issued an Alternative License more than three times. This includes initial issuance plus a limit of two renewals.

To renew this license, one must be officially admitted to an approved teacher preparation program. His/her areas of deficiency must be identified on a program of studies signed by the certification officer at the college/university, and the applicant must earn six semester/nine quarter hours of credit in these areas of deficiency each year for renewal. Once a person has met all the deficiencies as outlined by the college/university, that institution can recommend the individual for a full Tennessee teacher license.

TESTING

- Required for initial licensure:

For initial licensure all teacher candidates must complete the Praxis I: PPST (in either format) and Praxis II: Subject Assessments (the Principles of Learning and Teaching and an appropriate Subject Assessment or Specialty Area test).

Candidates pursuing alternate routes for licensure must satisfy the same testing requirements as candidates in the traditional program.

- After September 2004

Licensure will require satisfactory completion of the Praxis II: Subject Assessments, the second component of The Praxis Series. Required tests include the Principles of Learning and Teaching, Subject Assessment, and Specialty Area tests.

- B. How long have they been testing:

Since 1990, new policy requirements have been implemented in the State of Tennessee regarding what teacher education students must achieve and/or demonstrate in order to be recommended for licensing as a classroom teacher. In 1998, the State Department of Education revised its requirements for certification programs in K-8, 5-8, and Pre-K-4 licensure.

- Kinds of tests used:
 - Praxis I
 - Praxis II for each content area.

- Tests in every area or in core areas:

Every content area must test.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|------------------------------|-----------|
| Elementary 1-8 | 140 |
| PLT:Grades K-6 | 155 |
| Middle School English/LA | 145 |
| Middle School Science | 135 |
| Middle School Social Studies | 140 |
| Middle School Math | 143 |
| Art | 150 |
| Biology | 148 |
| Chemistry | 152 |
| Composite Science | ** |
| Earth Science | 146 |
| Economics | 530 |
| English | 157 |
| Geography | 520 |
| Government/Political Science | 560 |
| History | 490 |
| Math | 136 |
| Music | 150 |
| Physics | 144 |
| Social Studies | ** |
| Spanish | 152 |

*(tests are optional, not required for initial licensure)

** (No Testing information listed)

MAJORS AND MINORS (SEMESTER HOURS FOR EACH):

- Minors currently allowed or not?

Tennessee requires an academic major for licensure. Majors may be designed in a variety of acceptable ways; however, the content of the licensure area sought must be delivered primarily by higher education faculty in the relevant academic content area. Most programs include a professional education minor.

Tennessee's licensure standards are based on knowledge and skills (competencies). Colleges and universities design their programs to address the knowledge and skills. It is possible for programs to be designed for candidates to qualify for dual or multiple endorsements that may be the equivalent of minors.

- Will minors be allowed in July 2006?

With the proper endorsement added on or Major Equivalency requirements.

COMPOSITE DEGREES IN SCIENCE AND SOCIAL STUDIES:

- Science

The following sciences (and all related courses) are considered core academic subjects in Tennessee for purposes of NCLB: biology, chemistry, earth science, physics, and physical science. The state will consider individuals highly qualified for the purposes of meeting the content requirements of NCLB if they meet one of the following options:

- Test Option.
 - High School. Teachers are considered highly qualified to teach in grades 9-12 if they pass the NTE or Praxis examination in the subject(s) they teach.
 - Teachers of physical science (and related courses) are considered highly qualified if they pass any one of the following NTE or Praxis examinations:
 - chemistry
 - physics, or
 - general science.
 - Middle Grades. Science at the middle grades level has a broad-field emphasis in the areas of life, earth, and physical science.
 - Teachers are considered highly qualified to teach any science in grades 7-8 if they pass any one of the following NTE or Praxis examinations:

- middle grades science or
- secondary tests in
 - general science
 - biology
 - chemistry
 - physics, or
 - earth science.
- Major Option.
 - High School. Teachers of biology, chemistry, physics, and earth science (and all related courses for each area) are considered highly qualified if they have a major or have the equivalent of a major (24 hours) in the subject(s) they teach.
 - Teachers of physical science (and related courses) are considered highly qualified if they have a major or the equivalent (24 hours) in physics or chemistry, or 24 hours combined in physics and chemistry.
 - Middle Grades. Science at the middle grades level has a broad-field emphasis in the areas of life, earth, and physical science. Therefore, new teachers seeking to become highly qualified in middle grades sciences should focus their course taking on these areas.
 - Teachers are considered highly qualified to teach any of the science areas in grades 7-8 if they have a major or the equivalent (24 hours) in biology, chemistry, physics, earth science or broad-field coverage in life, earth and physical science.
- Graduate Degree in the core content area.
- Advanced Certification or Credential. National Board Certification (NBC) in the content area, including broad-field.
- HOUSSE Option. Teachers are considered highly qualified if they demonstrate competency in the core subject area based on a highly objective uniform state standard of evaluation.

➤ Social Studies

The following social studies areas are considered core academic subjects for NCLB: history, geography, economics, and government and civics. The state will consider individuals highly qualified for purposes of meeting the content requirements of NCLB if they meet one of the following options:

- Test Option.
 - High School. Teachers are considered highly qualified to teach in grades 9-12 if they pass the NTE or Praxis examination in the

subject(s) they are teaching: history, geography, government, and economics, or the broad-field social studies test (if previously taken).

- Middle Grades. Social studies at the middle grades level are focused on history and geography.
 - Teachers are considered highly qualified to teach in grades 7-8 if they pass any one of the following NTE or Praxis examinations: middle grades social studies or secondary tests in social studies, history, or geography.
- Major Option. Teachers are considered highly qualified if they have a major or have the equivalent of a major (24 hours) in any one of the following:
 - History
 - Geography
 - Government and Civics
 - Economics
 - Social studies, including any combination of courses in history, geography, economics, and government and.
 - To utilize the broad-field social studies major (“e” above) for highly qualified status, teachers must have at least
 - 18 hours in history to teach history,
 - 9 hours in geography to teach geography,
 - 9 hours in economics to teach economics, and
 - 9 hours in government and civics to teach government and civics.
 - Graduate Degree in the core content area.
 - Advanced Certification or Credential. National Board Certification (NBC) in the core content area, including broad-field.
 - HOUSSE Option. Teachers are considered highly qualified if they demonstrate competency in the core subject matter based on a highly objective uniform state standard of evaluation.

MIDDLE SCHOOL

- Grades making up middle school:

5-8
- Teacher qualifications for middle school now

The requirements for the additional endorsement(s) of Early Childhood Education, Elementary Education or Middle Grades Education may not exceed 30 semester hours with the following exceptions:

- Requirements for adding Early Childhood Education to a license endorsed
- Middle Grades Education may not exceed 21 semester hours.
- Requirements for adding Early Childhood Education to a license endorsed Elementary Education may not exceed 21 semester hours.
- Requirements for adding Middle Grades Education to a license endorsed Elementary Education or Secondary Education may not exceed 21 semester hours.
- Applicants seeking additional endorsement(s) must also pass all applicable portions of the Praxis Series Exams, developed and administered by Educational Testing Service.
-
- Computer Based Tests Required include:
 - Principles of Learning & Teaching: Grades 5-9
 - Middle School: Content Knowledge
 - Reading Across the Curriculum: Elementary
 - Middle School Highly Qualified Status (tests are optional, not required for initial licensure).
- A teacher holding a middle grades education endorsement (5-8) may teach in grade four in schools in which there is also a grade five. Teachers who hold the elementary education endorsement (1-8) may continue to teach in the grades for which they are endorsed.
- Teacher qualifications for middle school in July 2006

Middle grades are defined as grades 7 and 8 for the purposes of NCLB. Teachers of core academic subjects for grades 7-8 must meet the highly qualified requirements for each core subject they teach.

STUDENT TEACHING REQUIREMENTS

- Number of weeks required.
 - Institutions of higher education and local school systems will cooperate in planning induction programs for teacher candidates.
 - The induction programs will provide teacher candidates with either (1) a full school year, paid internship following the attainment of a baccalaureate degree, or (2) an enhanced student teaching experience of a full semester as part of the undergraduate program.
 - Teacher candidates seeking licensure on May 1, 1994, and thereafter must have successfully completed an induction program consisting of

- either a full school year internship or a student teaching semester.
- Interns are paid a stipend, agreed upon by the school district and assigned a mentor.

➤ Minimum grade point average

None required.

NO CHILD LEFT BEHIND

➤ Definition of highly qualified

- *Academic Major*: An academic major in the core subject content area that is verified on the college/university transcript meets the highly qualified requirement for middle and secondary teachers.
- *Advanced Certification or Credential*: National Board Certification (NBC) by the National Board for Professional Teaching Standards is considered advanced certification. A teacher who has achieved NBC in the subject area, including an elementary teacher, is considered highly qualified.
- *Alternative Routes*: Tennessee alternative routes include the Alternative A, Alternative C and Alternative E licenses. Teachers who are actively working on one of these alternative routes and making satisfactory progress meet the licensure requirement for being highly qualified. Teachers on alternative routes must also hold a bachelor's degree and satisfy the applicable subject content requirement to be considered highly qualified.
- *Arts*: For the purposes of NCLB, music and visual arts represent the core academic subjects for the arts. A teacher in grades K-6 who teaches music or visual arts the major or minor portion of the day must meet the highly qualified requirement for music or art in the same manner as teachers in grades 7-12. A teacher in grades K-6 who teaches music or visual arts as a part of their basic curriculum responsibilities (self-contained) does not need to meet the subject specific requirement for the arts.
- *Coursework Equivalent of an Academic Major*: See major equivalency.
- *Fully Licensed*: A teacher who holds an apprentice, professional, out-of-state, or alternative license is considered fully licensed to teach in Tennessee.
- *Graduate Degree*: A graduate degree in the core content area (not a degree in education or administration) satisfies the highly qualified requirement for middle and secondary teachers.

- *Middle Grades:* Middle grades are defined as grades 7 and 8 for the purposes of NCLB. Teachers of core academic subjects for grades 7-8 must meet the highly qualified requirements for each core subject they teach.
 - *New to the Profession:* Teachers who are new to the profession are those teachers who were hired for the first time (with no prior teaching experience) in a Tennessee public school after the first day of school in the 2002-03 school year. A teacher who enters a Tennessee public school system with teaching experience from another public school system, an approved private school, or from another state is not considered new to the profession and therefore may meet the federal requirements using the options available to existing teachers.
 - *Portable Highly Qualified Status:* The highly qualified status is portable across Tennessee school systems. If a teacher achieves highly qualified status in a core academic subject area(s) in one school system, the highly qualified status carries over (for same content area) if the teacher transfers to another Tennessee public school system. The state will also accept the highly qualified status for out-of-state teachers (with documentation) seeking Tennessee licensure.
- Requirements for veteran teachers
- The requirements for licensure and endorsement in Tennessee are separate from the federal requirements for highly qualified status in that it is currently possible to be licensed and not meet the highly qualified requirements of the NCLB Act.
 - The options for meeting the highly qualified requirements vary depending on whether the teacher is new to the profession or is an existing teacher who is not new to the profession. The options further vary based on the grade level being taught (elementary, middle, or secondary).
 - Highly Qualified Elementary Teacher
 - A highly qualified existing elementary teacher (K-6) who is not new to the profession is one who is fully licensed to teach in Tennessee (including the specified alternative routes) with no licensure requirements waived, holds at least a bachelor's degree, and has: passed one of the NTE or Praxis teacher licensure tests, achieved National Board Certification at the elementary level, or demonstrated competence in reading, writing, mathematics and other areas of basic elementary school curriculum via a highly objective uniform state standard of evaluation.
 - Highly Qualified Middle and Secondary Grades Teacher
 - A highly qualified existing middle or secondary teacher (7-12) who is not new to the profession is one who is fully licensed to teach in Tennessee (including the specified alternative routes) with no licensure requirements waived, holds at least a bachelor's

degree and has demonstrated competency in each core academic subject assigned to teach by having: passed one of the NTE or Praxis teacher licensure list, an academic major in the core subject area, or the coursework equivalent of an academic major (24 semester hours), or a graduate degree in the core subject area, or National Board Certification in the subject area, or demonstrated competence in all core academic subject areas via a highly objective uniform state standard of evaluation.

➤ Requirements for new teachers

- Based on Tennessee teacher licensure requirements, as of September 1, 2004, all newly licensed teachers who are assigned to teach in their area(s) of endorsement (except those teaching in grades 7 or 8) will meet the NCLB highly qualified requirements.
- A highly qualified middle or secondary teacher (7-12) who is new to the profession is one who is fully licensed to teach in Tennessee (including the specified alternative routes) with no licensure requirements waived, holds at least a bachelor's degree, and has demonstrated competency in each core academic subject assigned to teach by having: passed one of the NTE or Praxis teacher licensure tests designated on the, or an academic major in the core subject area, or the coursework equivalent of an academic major (24 semester hours), or a graduate degree in the core subject area.

➤ Rural Flexibility Rule (What's being done?)

Rural schools as defined by the Rural Education Achievement Program (REAP) in NCLB are allowed three additional years to help teachers meet the highly qualified standards. Teachers in eligible, rural districts who are highly qualified in at least one subject will have three years to become highly qualified in the additional subjects they teach. The three years are measured in school years, so existing teachers would have to meet the standard by the end of the '06-'07 school year.

➤ Portfolios

Tennessee is using their HOUSSE criteria or a Professional Matrix. The professional matrix is very similar to a portfolio in that it requires the following artifacts.

- Accumulation of at least 100 points:
- Experience in content area
- Positive evaluations
- College coursework
- Honors/awards/publications
- Professional leadership
- Staff/professional development

- Use of term “major equivalency”
 - Coursework Equivalent of an Academic Major:
 - For the purposes of NCLB, 24 semester hours of coursework (undergraduate and graduate level) in the core content area is the equivalent of an academic major.
 - The 24 hours may include up to six semester hours of content methodology coursework. (Divide quarter hours by 1.5 to translate quarter hours to semester hours.)

NATIONAL BOARD-PAYING A STIPEND

Many state governments, universities and school districts are encouraging teachers to seek National Board Certification. Some of the rewards include full or partial fee payment, salary bonuses, and other professional incentives. Tennessee teachers are encouraged to pursue National Board Certification. Several organizations have provided funds and other support to assist candidates. A legislative bill was proposed, but not funded, that would have provided payment of the \$2,300 fee and a salary bonus for those who achieved National Board Certification.

NEW TEACHER SUPPORT SYSTEM (MENTORING):

- *The Tennessee Standards for Teaching: A Guide for Mentoring* recognizes that teaching and learning are complex processes that are interdependent and occur in a variety of contexts. A vision of teaching in Tennessee must emphasize relationships between the various aspects of teaching and learning: knowledge of students, subject matter, curriculum, and instructional strategies are ultimately linked to how the teacher plans instruction and assesses student learning.
- Teaching requires continuous growth in order to engage increasingly diverse students in a rapidly changing world.
- Teachers are never “finished” as professional learners, no matter how excellent their formal preparation.
- Schools must give particular attention to the early years of each teacher’s career.
- The standards are also appropriate for growth of professional educators throughout their careers.
- Mentors also benefit from the professional growth that occurs as part of the reflection done as they use the document.
- *The Tennessee Standards for Teaching: A Guide for Mentoring* is designed to assist beginning teachers and their mentors in a beginning teacher support program and all teachers seeking to grow professionally in their careers. They are organized around the same six interrelated categories of teaching practice that comprise the *Framework for Evaluation and Professional Growth*.

State Teacher Standards

The teacher standards for Tennessee can be found at:
<http://www.state.tn.us/education/accttchlicstds.pdf>

Refer to the state Teacher Standards Matrix on page for an overview of the findings.

State Contacts

Tennessee Department of Education
Office of Teacher Licensing
5th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0377

Member Web Site - http://www.tennessee.gov/education/lic_home.htm

Approved Programs - http://www.state.tn.us/education/lic_progl.html

Email Address - Sandy.Willis@state.tn.us

Texas

NAMES, TYPES, AND LENGTHS OF LICENSES:

Anyone seeking educator certification in Texas must pass examinations of professional knowledge and subject matter knowledge approved by the State Board for Educator Certification.

University-based Programs: Part of a baccalaureate degree program; may prepare people who already hold a bachelor's degree.

IN-STATE VS. OUT-OF-STATE REQUIREMENTS:

Texas has certificate reciprocity with all states. State testing requirements must be met.

See V-C below

RENEWAL REQUIREMENTS:

All classroom teachers are required to complete at least 150 clock hours of continuing professional education during each five-year renewal period. One semester hour of credit earned at an accredited institution of higher education is equivalent to 15 CPE clock hours.

ALTERNATIVE SYSTEMS OF ATTAINING A TEACHING LICENSE:

➤ Alternative Programs for Educator Preparation

These programs may involve university coursework or other professional development experiences as well as intense mentoring and supervision, during the candidate's first year in the role of educator. In addition, some regional education service centers and private entities offer alternative programs of preparation similar to the university/college-based programs.

➤ Additional Certification Based on Examination

A teacher who holds an appropriate Texas classroom teaching certificate and a bachelor's degree may add classroom certification areas by successfully completing the appropriate certification examination(s) for the area(s) sought. Certification by examination is not available for:

- Initial certification
- Career and technology certification based on skill and work experience
- A class of certificate other than classroom teacher

- A certificate for which no certification examination has been developed
- Certification Based on Credentials from Outside Texas
- An applicant who has been issued a standard certificate or credential from another state, territory of the United States, or another country may apply for a Texas certificate.
 - The credential must be equivalent to a certificate issued by the State Board for Educator Certification (SBEC), and must not have been revoked, suspended, or pending such action.
 - SBEC will evaluate an expired credential provided it was standard at the time of issuance.
 - A statement issued by another state department of education specifying eligibility for standard certification upon completion of certain employment or examination requirements will have the same standing as a standard certificate.

An applicant who holds a standard credential issued by a jurisdiction outside Texas and who meets specified requirements as determined by the review of credentials completed by the SBEC may be issued a One-Year Certificate in one or more subject areas. During the validity of this temporary, nonrenewable certificate, the applicant must complete satisfactorily all appropriate examinations for each certification area for which continued certification is desired. If the person has completed an examination administered under the authority of a jurisdiction outside Texas that is determined to be comparable to a Texas test, they may request an exemption of the Texas test.

To establish eligibility for the Standard Certificate, certified applicants from outside Texas must complete all requirements specified in the certification plan prepared by the SBEC.

- Additional Routes to Certification:
- An applicant who holds a bachelor's degree or higher from an accredited institution of higher education with an academic major that is related to at least one area of the Texas public school curriculum and related to the 8-12 certificate structure that currently has an exam under the Texas Examination for Educator Standards (TExES) program may be approved to enter the teaching profession on a Temporary Teacher Certificate (TTC). Applicants for the TTC must undergo a review of transcripts by SBEC.

TESTING:

- Required for initial licensure:

Yes

- How long have they been testing:

Texas has been testing since 1986.

- Kinds of tests used:

Texas Examinations of Educator Standards (TExES)--currently replacing the old Examination for the Certification of Educators in Texas (ExCET).

- Tests in every area or in core areas:

In every area

MAJORS AND MINORS (SEMESTER HOURS FOR EACH):

- Minors currently allowed or not?

Yes (12 semester hours; 2.5 GPA)

- Will minors be allowed in July 2006?

No change indicated

COMPOSITE DEGREES IN SCIENCE AND SOCIAL STUDIES:

- Science

- Semester hours:

48 hours (24 in 1st area; 12 in 2nd area; 6 in 3rd and 4th area) divided up among:

- Biology
- Geological Sciences
- Chemistry
- Physics

- No change after 2006.

➤ Social Studies

○ Semester hours:

57 hours (24 in 1st area; 18 in 2nd area; 6 from the remaining 2 areas; and 3 in psychology) divided up among:

- Economics
- Geography
- Government
- History

*Note: There is also a Social Sciences Composite Degree with a geography emphasis that requires 38 hours in geography and 8 hours in geology.

*Note: There is also an English/Reading and English/Language Arts composite degree requiring 48-51 hours. Areas weren't indicated.

MIDDLE SCHOOL:

➤ Grades making up middle school:

Grades 4-8

➤ Teacher qualifications for middle school now:

Same as secondary

➤ Teacher qualifications for middle school in July 2006:

As of fall 2002, candidates must pass all subject area exams.

STUDENT TEACHING REQUIREMENTS:

➤ Number of weeks required:

12 weeks

➤ Minimum grade point average:

C or better

NO CHILD LEFT BEHIND:

➤ Definition of highly qualified:

A teacher is deemed “highly qualified” if he/she holds at least a bachelor’s degree, has full state certification or licensure, and has demonstrated competence in the subject areas taught.

➤ Requirements for veteran teachers:

○ Elementary Teachers (PK-6th grade):

Teacher may demonstrate subject competency through an alternative approach that recognizes relevant teaching experience combined with other measures of proficiency. Two options are available.

▪ Option A:

Teacher has at least once creditable year of teaching experience

AND

Has a minimum of 24 points derived from:

- Experience teaching elementary (1 pt/year up to 12)
- College coursework in English/Language Arts, Math, Science, and Social Studies 8 (1 college hour=1point) and/or
- Professional development that meets the standards for Continuing Professional Education (CPE) credit established by SBEC rules, as codified in the Texas Administrative Code (15 CPE clock hours= 1 point

AND

- Each of the subjects (English/Language Arts, Math, Science, and Social Studies 9) is represented in the 24 points, whether through experience, college coursework, or professional development

▪ Option B:

Competency is demonstrated by meeting all of the following criteria:

- Teacher has at least one creditable year of teaching experience
 - Teacher has college coursework equivalent to a college major in the subject to be taught
- Middle/Secondary School (Secondary is 7-12th grades) Teachers:

Teachers have the option to demonstrate subject competency through an alternative approach that recognizes relevant teaching experience combined with other measures of proficiency. Competency is demonstrated by meeting both of the following criteria:

- Teacher has at least one creditable year of teaching experience in the subject to be taught or in a closely related field
AND
 - Teacher has a minimum of 24 points (at least 6 of which represent the subject to be taught) derived from:
 - Experience teaching at the secondary level in the subject to be taught or in a closely related field (1 year=1 point, up to 12 points)
 - College coursework in the subject to be taught or in a closely related field (1 college hour=1 point)
And/or
 - Professional development in the subject to be taught or in a closely related field that meets the standards for Continuing Professional Education (CPE) credit established by SBEC rules as codified in the Texas Administrative Code (15 CPE clock hours=1 point)
- Requirements for new teachers as of July 2006

Requirements are under development or in the planning stage. Current standards and exams will continue until corresponding replacements are available.

- Rural Flexibility Rule (What's being done?):

As of March 15, 2004, the following flexibility provisions were put into place:

As long as teachers in small, rural and isolated areas are highly qualified in at least one subject, they will have until spring 2007 to become highly qualified in the additional subjects they teach; newly hired teachers would have until their third year of teaching.

States now have the flexibility to use their own certification standards to determine subject-matter competency for science teachers, rather than requiring it

for each science subject. If a state requires certification or licensure in the specific science subjects, such as chemistry, biology or physics, the teacher would be required to demonstrate competency in each of the subjects.

- Portfolios: None required
- Use of term “major equivalency”:

This term appears to be equivalent to alternative ways of obtaining certification without having a major in a subject area.

NATIONAL BOARD-PAYING A STIPEND:

No recognition, encouragement, or stipend given by state as of 2002.

Stipends vary with school district.

Note: Passing scores on any NBPTS assessments may be used in lieu of Texas certification exams for individuals certified outside of the state of Texas.

NEW TEACHER SUPPORT SYSTEM (MENTORING):

Texas Beginning Educator Support System (TxBEES): New teachers receive extended training with constructive feedback from a trained support team.

State Teacher Standards

The teacher standards for Texas can be found at:

www.sbec.state.tx.us/SBECOnline/standtest/educstan.asp

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contacts

Teacher Standards and Practices Commission

465 Commercial Street NE

Salem, OR 97301

Voice: 503/378-3586

Member Web Site - <http://www.tspc.state.or.us>

Approved Programs - www.ous.edu/aca/programs.htm

Email Address - contact.tspc@state.or.us

Utah

Licensing – Names, Types, Lengths, & Fees – Utah issues a Utah Professional Educator License with four license classes reflecting preparation and experience, each of which must include an area of concentration [Early Childhood K-3, Elementary 1-8, Middle 5-9, Secondary 6-12, Administrative/Supervisory, etc.] and may also bear endorsements relating to subjects or specific assignments (e.g., Biology, ESL, Hearing or Visually Impaired, Spanish). The different licenses include: Letter of Authorization to Employ, Level I, Level II, and Level III.

➤ Types of Licensures

- Letter of Authorization to Employ
 - Valid up to one year
 - Initial certificate
 - Not permanent
 - \$45.00 application fee, and a \$15.00 evaluation fee
 - Renewable for four years
- Level I
 - Valid for three years
 - Initial certificate
 - Not permanent
 - \$45.00 application fee, and a \$15.00 evaluation fee
 - Continual renewal
- Level II
 - Valid for five years
 - This is not an initial certificate
 - Not permanent
 - \$45.00 application fee, and a \$15.00 evaluation fee
 - Continual renewal
- Level III
 - Valid for seven years
 - This is not an initial certificate
 - Not permanent
 - \$45.00 application fee, and a \$15.00 evaluation fee
 - Continual renewal

➤ In-State versus Out-State Requirements

- Letter of Authorization to Employ
 - Bachelor's degree or higher from an institution approved by the State Board of Education and accredited by an organization recognized by the Board.

- Based on specific case-by-case approval, education, professional development credits, and employment submitted to obtain a new license must have been completed within the preceding five years.
 - A request for a Letter of Authorization to employ allows a district to hire a teacher without a license if he/she is the best candidate.
 - Teachers under a Letter of Authorization must be in a program working towards licensure.
- Level I
 - Bachelor’s degree or higher from an institution approved by the State Board of Education and accredited by an organization recognized by the Board; and one of the following:
 - Completion of an approved educator preparation program;
 - Completion of an approved alternative preparation program; or
 - Eligibility under NASDTEC Interstate Contract.
 - The Contract must be in a position covered by the license sought, at least one-half time, and with a school approved by the State Board of Education or accredited by an organization recognized by the Board. Teachers must also complete the Entry Years Enhancements (EYE) to obtain the Level II license within a three-year period. All Level I teachers will need to:
 - Have a trained mentor
 - Complete Praxis II-PLT
 - Have successful district evaluations, and
 - Show evidence of portfolio.
 - Level II
 - Verification of three years successful performance as an educator after receiving a Level I License and recommendation for a Level II by employing school district
 - Compliance with Entry Years Enhancements (EYE):
 - A trained mentor
 - Pass pedagogical examination Praxis – PLT
 - Successful district evaluation, and
 - Evidence of portfolio
 - Level III – Must be able to hold a Level II License and one of the following in the educator’s field of practice:
 - Doctor’s degree; or
 - National Board for Professional Teaching Standards and Certification.
- Alternative Systems of Attaining a Teaching License
- There are two routes to licensure
 - Agreement – Completing required coursework, and

- Competency - Achieving a passing score on Board approved content knowledge tests. Program participants must demonstrate competency in four areas
 - Content Knowledge
 - Pedagogical Knowledge
 - Classroom Performance Skills
 - Dispositions
- To be admitted to Alternative Routes to Licensure (ARL), an individual must
 - Hold a minimum of a bachelor's degree from an accredited institution of higher education in a subject area taught in Utah Schools
 - Be employed as a classroom teacher by a Utah school district or an accredited Utah school
 - Pay a \$15.00 evaluation fee
- Renewal Requirements
 - Letter of Authorization to Employ – Renewable annually, not to exceed four years. Compliance with a deficiency correction plan is required.
 - Level I
 - Renewable for three years continually
 - Must participate in professional development activities sponsored by the local district and verification of at least three years of successful employment after receiving a Level I License
 - Renewal includes 100 points in professional development activities of the educator's choice
 - Level II – Renewable indefinitely for five-year periods upon completion of required professional development.
 - Level III – Renewable every seven years with continued professional development.

Testing

- A passing score on the Praxis II is required
- Effective January 1, 2003 the Utah State Office of Education will require candidates applying for a Level II certificate to take and pass the Praxis I test.
- New teachers employed in Utah are required to complete the Early Years Enhancement by showing evidence of a trained mentor, successful district evaluations, a passing score on the Praxis II - PLT and a portfolio evaluation to move from a license Level I to a Level II.
- The qualifying scores on the Principles of Learning and Teaching (PLT) for the Level II License are as follows:
 - Grades K-6 160

- Grades 5-9 160
- Grades 7-12 160
- NOTE – For some areas of endorsement, a test is required but no minimum score has been set

Majors and Minors

- A teaching major as required for state certification includes not fewer than 30-semester hours or 45-quarter hours of credit in one subject
- A minor includes not fewer than 16-semester hours or 24-quarter hours of credit in a subject
- A composite major includes not fewer than 46-semester hours or 69-quarter hours of credit, distributed in two or more related subjects
- Composite Degrees
 - A composite major includes not fewer than 46-semester hours or 69-quarter hours of credit, distributed in two or more related subjects.
 - A Composite degree in Social Studies is recognized.
 - A Composite degree in Science will soon be recognized.
- Elementary – An Elementary Teaching Certificate is valid in grades 1-8. The 1-8 certificate permits a teacher to teach any academic area in self-contained classes in grades 1-6. However, the teacher must be subjecting specific endorsed (16 semester hours) to teach assigned subjects at the 7-8 grade level.
- Middle School
 - A Middle Level Certificate (5-9) is required of teachers assigned to the middle school
 - Teachers 7th or 8th grade teaching in a content area must have an endorsement in that area
- Secondary
 - A Secondary Teaching Certificate (6-12) with subject endorsements is valid in grades 6-12.
 - The certificate requires a major and minor, or composite major, but the teacher cannot teach in an elementary self-contained class.
 - Secondary teaching candidates must have completed an approved teaching major and minor, or composite major, consistent with subjects taught in Utah secondary schools.
 - The certificate will be endorsed for all subjects in which the candidate has at least a minor or has completed equivalent training, or has demonstrated competence in the subject(s) in accordance with criteria established by the State Board of Education.

Student Teaching Requirements – Clinical experiences, a variety of methods courses and a ten-week minimum student teaching experience are required for a Level I License in Utah. A minimum GPA of 2.0 is required.

No Child Left Behind

- Definition of Highly Qualified - All teachers must:
 - Be fully licensed; or
 - Have passed state teacher licensing exam, and
 - Not had licensure requirements waived on an emergency, temporary, or provisional basis
 - All teachers new to the profession must:
 - Hold a bachelor's degree; and
 - Have demonstrated a high level of competency in each of the academic subjects in which the teachers teaches by a complex evaluation system that is highly objective and uniform throughout the state

Rural Flexibility Rule – No information was found

Use of Portfolios - No clear-cut information was found. Several mentions of a portfolio were found regarding the attaining of an initial license, and with Mentoring. It may be a requirement of the preparing institution

New Teacher Support System - Mentoring

- A district/school directed professional development program for teachers in their Early Years Enhancement (3 years) is required
- This program includes a portfolio, and at least 2 evaluations per year

National Board – Paying a Stipend?

- The Utah State Office of education will utilize NBPTS Candidate Subsidy funds to support 17 candidates at 50% of the certification fee
- Candidates are responsible for submitting the unsubsidized portion of the fee with their applications
- Candidates will be selected on a first-come, first-served basis

Finger Printing, Background Check, Police Record

- All of the above are required in Utah to obtain a Level I Certificate
- A fee of \$60.00 is required for fingerprinting

State Teacher Standards

The teacher standards for Utah can be found at:

www.ncate.org

Refer to the state Teacher Standards Matrix for an overview of the findings UTAH

State Contacts

Utah State Office of Education

Educator Licensing

250 East 500 South

Salt Lake City, UT 84111

Voice: 801/538-7740 - Member Web Site - <http://www.usoe.k12.ut.us>

Diana Bement (801) 538-7745, Janet Strong (801) 538-7740

**State Teacher Assessment Cut off Scores Test:
Praxis II –Subject Assessment - UTAH**

| Core academic subject area | Cut Score |
|----------------------------------|--------------------------------|
| Elementary 1-6 | Test Required No Min. Score |
| PLT: Grades K-6 | 160 |
| Middle School 5-8 English/LA | |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | |
| Biology | Test Required No Min. Score |
| Chemistry | Test Required No Min. Score |
| Composite Science | Test Required No Min. Score |
| Earth Science | |
| Economics | |
| English | Test Required No Min. Score |
| Geography | Test Required No Min. Score |
| Government/Political Science | |
| History | Test Required No Min. Score |
| Math | Test Required No Min. Score |
| Music | |
| Physics | Test Required No Min. Score |
| Social Studies | Test Required No Min. Score |
| Spanish | Test Required No Min. Score |

Vermont

Licensing

- a. Level I – Beginning Educator License – NOTE – Vermont requires a sworn oath, and a notarized statement that child support payments and all taxes are current.
 - Valid for three years.
 - Requirements – The first regular license (Level I) is issued on the basis of a bachelor’s degree and meeting one of Vermont’s three routes to Licensure:
 - Graduation from a Vermont approved teacher preparation program with a recommendation for licensure from the institution.
 - Graduation from an approved teacher preparation program from a state with which Vermont has signed a reciprocal agreement and recommendation for licensure from the institution.
 - Be recommended through completion of Vermont’s alternate licensure program (Peer Review). Peer Review is a competency-based portfolio assessment process conducted by a panel of educators licensed in the endorsement sought.
 - Praxis I is required for all initial candidates.
 - Praxis II is required for endorsements in English, Science, Math, Social Studies, Art, Music, Physical Education, and Elementary Education.
 - The Level I certificate can be renewed until the educator has accumulated three full years of classroom practice in the endorsement area of the license. Once the educator has acquired the three years of experience under the Level I endorsement, s/he must apply for a Level II-Professional Educator License. A Level I certificate is renewable with a paid fee of \$105.00 if employed in a Vermont school with a Local/Regional Standards Board. All other requests go to the Professional Standards Licensing Office.
 - Vermont requires all prospective Level I candidates from an approved preparation program to complete a licensure portfolio. The portfolio is used to determine if the candidate has demonstrated the “Five Standards for Vermont Educators,” the “Principles,” and met the knowledge and performance standards of his/her area of endorsement.
 - An application fee of \$35.00 plus \$105.00 is required.
 - This is the initial certificate.
 - This is not a permanent certificate.
- b. Level II – Professional Educator license
 - Valid for seven years.
 - Requirements – Must satisfy requirements for a Level I license.
 - Must have three or more years of experience working under a license to obtain a Level II license.

- To renew a Level II license, a teacher must submit an Individual Professional Development Plan (IDPD) to his/her Local Standards Board (LSB). The LSB approves or amends the teachers IDPD. An approved IDPD for the ensuing Professional Educator licensure period of seven years is required for moving from a Level I to a Level II license and for the renewal of a Level II license.
 - Educators must show evidence of nine professional development credits completed within the past seven years to renew a Level II license. To renew a Level II license, the educator must demonstrate the following characteristics through a professional portfolio: ability to plan instruction, ability to maintain a positive learning environment, ability to conduct learning experiences for individuals as well as groups, knowledge of content areas, interest and motivation in continuing professional development.
 - Renewable indefinitely for periods of seven years if professional development requirements are met. The renewal fee is \$245.00.
 - This is not the initial license.
 - This is not a permanent certificate.
- c. Temporary & Emergency Certification or Licensure –
- Valid for one year.
 - Requirements – If a district needs to employ an educator who does not hold a valid Vermont license or the appropriate endorsement for a teaching assignment, the school district must request permission to hire an educator with either a provisional or emergency license. Permission can only be requested when reasonable efforts to find an appropriately licensed educator have been unsuccessful. Provisional licenses are awarded to educators who meet one or more of the following criteria:
 - Possess any valid educator license from another state.
 - Possess any expired Vermont educator license or any expired license from another state, provided the license expired no longer than 10 years ago.
 - Have a major in the content area of the provisional endorsement sought.
 - Have successfully completed the licensure content assessment for the provisional endorsement sought.
- d. Alternative Route to Educator Licensure – Vermont’s alternate route to licensure is License by Evaluation or “Peer Review”. Peer Review is for individuals who have acquired the knowledge and skills needed to meet the *Principals for Vermont Educators* and the competencies and requirements for the endorsement(s) they seek through coursework and experiences, rather than through a preparation program. The candidate must have at least a bachelor’s degree. If minimum qualifications are met, the candidate prepares a portfolio of evidence to document s/he meets the knowledge and performance standards (competencies) of the license sought.

Testing / Portfolio – Vermont has required testing since October 1, 2001. As of January 22, 2003, all candidates seeking initial Vermont licensure must meet the three Praxis I test score criteria.

- a. Praxis I; Praxis II Content Tests for Elementary, and Secondary English, Science, Social Studies, and Math.
- b. Passing scores for the three areas of Praxis I are as follows:
 - Reading – 177
 - Writing – 174
 - Mathematics – 175
 - OR – a Composite score of 526 for all three areas.
 - NOTE – In lieu of Praxis I, The following assessment scores will substitute; GRE - 500 on both the Verbal and Math; SAT - 500 on both the Verbal and Math; ACT - 22 on both the Verbal and Math.
- c. Passing scores for the five areas of Praxis II are as follows:
 - Elementary Education – 148
 - English – 172
 - Science – 157
 - Social Studies – 162
 - Math - 141
- d. Vermont requires all prospective Level I candidates from an approved preparation program to complete a licensure portfolio.

Majors and Minors

- a. An academic content area appropriate for teaching is required for middle school and secondary education.
- b. A “major” means at least 30 credit hours, organized in a logical, developmental sequence, from an accredited/approved four-year institution.
- c. A “minor” means an academic minor granted as part of a bachelor’s degree by an accredited/approved four-year institution, or a compilation of 18 credit hours in the specified minor field from an accredited/approved four-year institution. Six or more of these credit hours shall be graduate-level courses or advanced undergraduate courses.
- d. An overall B average and a B average in the field of major studies are required.

Composite Degrees in Science and Social Studies – Vermont has generalist science and social studies endorsements that enable the holder to teach all of the sciences or social studies. For this reason, the Department adopted generalist HQT requirements in these two areas (a minimum of 15 credits overall with a minimum of 3 credits each of the 4 disciplines of history, geography, economics, and civics and government, or biology, chemistry, physics, and earth/environmental sciences respectively). However, many individuals teach only one discipline in the social studies or sciences and are very qualified for that discipline, even if they lack the distribution of credits across the disciplines. For this reason, we have also adopted separate HQT criteria

for each individual discipline within the social studies and sciences (15 credits in each discipline).

Middle School

- a. Vermont's middle grades endorsement covers grades 5-9. If you teach grades 5-6, you should complete a rubric according to the directions for elementary educators. Since elementary teachers teach all four core academic areas, you must show a minimum of three credits (either college courses, professional development credits, or college teaching) in each of the four core academic areas as a condition for Highly Qualified Teacher HQT).
- b. If you teach grades 7-9, you must complete separated rubrics for the specific content area(s) of your minors. You must document a minimum of 12 credits in each minor area.
- c. Vermont requires two, 18 credit-hour minors in areas recognized by the Professional Standards Board, plus course work in preadolescent development, general middle-grade organization, and general middle-grade curriculum.
- d. Vermont requires Praxis II as a requirement for licensure for initial and additional endorsements in middle grades.

Secondary – Secondary (grades 7-12) teachers must have a major in their endorsement area.

Student Teaching Requirements – A minimum of 12 consecutive weeks of student teaching in an educational setting where the student shall gradually assume the role and responsibilities of a classroom teacher is required. To be eligible for student teaching, a candidate must demonstrate:

- a. Competency in writing, speaking, mathematics, and mastery of the content area.
- b. Competency in teaching reading, principles of developmental psychology, and teaching in the content areas.
- c. Overall academic performance by maintaining a minimum of a B average.

No Child Left Behind

- a. Definition of Highly Qualified – The federal No Child Left Behind Act (NCLBA) requires that all public school teachers of core academic subjects (i.e., English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, art, music, history, and geography) meet the “highly qualified teacher” (HQT) requirements of the Act by the end of the 2005-2006 school year. This includes elementary level teachers. However, there is no mention of eliminating the provisional and emergency licenses for teachers of core subjects by 2006.
- b. Rural Flexibility – No information was found.
- c. Portfolio – A portfolio is not required for licensure, but may be recommended by the board to be included as a part of completing an application package.

National Board – paying a Stipend?

- a. The Vermont Project for Accomplished Teaching, as part of the Vermont Educator Quality Initiative, will pay up to \$1,150 of certification fee for up to 30 candidates on a first come, first serve basis.
- b. Funds have also been provided through the Vermont Project for Accomplished Teaching to provide coursework and mentoring support for National Board Certification candidates.
- c. Some local districts are funding National Board Certification in different and creative ways.

New Teacher Support System – Mentoring – No information was found.

Fingerprinting, Background Check, Police Record

- a. All of the above are required in Vermont to obtain a Level I license.
- b. A fee of \$24.00 is required for fingerprinting.

State Teacher Standards

The teacher standards for Vermont can be found at:

http://www.state.vt.us/educ/new/html/pgm_prostandards/vsbpe/vsbpe.html - reports
http://www.state.vt.us/educ/new/html/board/rules_fulltoc.html - Licensing Regs
<http://www.state.vt.us/educ/new/html/licensing/endorse.html#teachers>

Refer to the state Teacher Standards Matrix for an overview of the findings.

State Contacts

Vermont Department of Education
Licensing
120 State St.
Montpelier, VT 5620
Voice: 802/828-2445

Deb Hanlon –
licensing@doe.state.vt.us
Member Web Site - <http://www.state.vt.us/educ>

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment – VERMONT

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 148 |
| PLT: Grades K-6 | |
| Middle School 5-8 English/LA | |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | |
| Biology | 161 |
| Chemistry | 150 |
| Composite Science | 157 |
| Earth Science | 158 |
| Economics | |
| English | 172 |
| Geography | |
| Government/Political Science | |
| History | |
| Math | 141 |
| Music | |
| Physics | 150 |
| Social Studies | 162 |
| Spanish | |

Virginia

License

➤ Names, Types, & Lengths teacher licenses

Collegiate Professional License. The Collegiate Professional License is a five-year, renewable license available to an individual who has satisfied all requirements for licensure, including the professional teacher's assessment prescribed by the Board of Education.

Postgraduate Professional License. The Postgraduate Professional License is a five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from an accredited institution.

Technical Professional License. The Technical Professional License is a five-year, renewable license available to a person who has graduated from an accredited high school (or possesses a General Education Development Certificate); has exhibited academic proficiency, technical competency, and occupational experience; and has completed nine semester hours of specialized professional studies credit from an accredited college or university. The nine semester hours of professional studies course work must include human growth and development (three semester hours), curriculum and instructional procedures (three semester hours), and applications of instructional technology or foundations of education (three semester hours). The Technical Professional License is issued at the recommendation of an employing educational agency in the areas of vocational education, educational technology, and military science. In addition to demonstrating competency in the endorsement area sought, the individual must:

- Hold a license issued by the appropriate Virginia board for those program areas requiring a license and a minimum of two years of satisfactory experience at the journeyman level or an equivalent;
- Have completed a registered apprenticeship program and two years of satisfactory experience at the journeyman level or an equivalent level in the trade; or
- Have four years of work experience at the management or supervisory level or equivalent or have a combination of four years of training and work experience at the management or supervisory level or equivalent. Individuals holding the Technical Professional License who seek the Collegiate Professional or Postgraduate Professional License must meet the professional teacher's assessment requirement.

Provisional License. The Provisional License is a three-year, nonrenewable license available to individuals who are employed by a Virginia educational agency and are: Even though the Board of Education has several routes to

licensure in Virginia, the basic requirements are the same -- (1) a bachelor's degree in a content area meeting the endorsement requirements as defined in the licensure regulations; (2) completion of methods coursework, not to exceed 24 hours; (3) completion of pre-and post-clinical experiences; and (4) satisfying the teacher testing requirements of Praxis I (reading, writing, mathematics) and Praxis II in the subject area.

If an applicant has a comparable teaching endorsement (i.e., a teaching endorsement offered in Virginia) the only additional requirement in Virginia is the completion of the Praxis I and Praxis II tests. This requirement may be waived if the individual coming to Virginia has at least two years of full-time teaching experience in the public schools or in an accredited private school. A provisional license is issued to enable an individual to complete the testing requirement while teaching under contract. Even with the interstate contract agreement, the first required step in this process is to complete and submit an application for a Virginia license. The application will start the contract agreement process.

➤ **License Renewal**

Regular licenses must be **renewed** every five years. To renew the license, the individual must obtain at least 180 points through a series of 10 professional development options. License holders without a master's degree must earn at least 90 points by completing a three-semester-hour course at an accredited two or four-year college in the content area listed on the license. During one five-year cycle, the license holder may be granted approval to take course work in special education, English as a second language, gifted education, or technology education in lieu of the three-hour content course. In addition, professional development activities designed to support the Virginia Standards of Learning, Standards of Accreditation, and Assessments may be accepted in lieu of the content course for one renewal cycle.

➤ **Alternative Teacher Certification Routes in the State**

- Alternate Route to Licensure
- Career Switcher Alternative Route to Licensure
- Special Education Conditional License
- Provisional Licensure
 - Individuals seeking a Provisional License (PK-12) through an alternate route must:
 - Hold a baccalaureate degree from a regionally accredited institution, and satisfy on or more endorsement (teaching) areas
 - Have successfully completed a professional studies requirement for the appropriate level of endorsement sought. A Virginia educational agency may submit for approval an alternative program to meet the professional studies

requirements. The program must include training (seminar, internship, course work, etc) in human growth and development, curriculum and instructional procedures (including technology,) foundations of education and reading: and

- Have completed 1 year of successful, full-time teaching in the appropriate teaching area.

Testing

- **Testing** is required for initial license.

Virginia has required both a basic skills and content assessments since July 1, 1980. The only waiver for the test requirements is for teachers coming to Virginia who have completed at least two years of successful, full-time experience teaching in accredited public or nonpublic school outside of the Commonwealth. Virginia is using **Praxis I & II tests**.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 143 |
| PLT: Grades PK-3 | 143 |
| Middle School Content Knowledge | * |
| Middle School 5-8 Science | 162 |
| Middle School 5-8 Social Studies | 160 |
| Middle School 5-8 Math | 163 |
| Art | 159 |
| Biology | 159 |
| Chemistry | 153 |
| Composite Science | * |
| Earth Science | 156 |
| Economics | * |
| English | 172 |
| Geography | * |
| Government/Political Science | * |
| History | * |
| Math | 147 |
| Music | 160 |
| Physics | 147 |
| Social Studies | 161 |
| Spanish | 161 |

Majors & Minors

- Virginia does not have a minimum number of hours for a **major**. Majors are typically about 36-42 hours and the minors are 21 hours. Virginia teachers are allowed to teach in their minor areas and will continue to do so after July 1, 2006. Keep in mind that with the 21 or more hours, these teachers have great experience, have participated in numerous Standards of Learning content summer institutes, etc. We therefore feel that they are prepared to teach in the content areas with a minor or major. Also, some of them with the minor have tested out in the content area.

Composite Degree

- Virginia has never allowed **composite degrees** for the sciences and will not in the future. The science teachers in Virginia are required to hold a separate endorsement in earth science, or biology, or chemistry, or physics. Many of them have earned the course work to add additional endorsements in science.

Middle School

- Grades 5 – 8 are designated **middle school** in Virginia.
 - Teaching Qualifications Now & In July 2006 -
 - Middle School Endorsement requirements.
 - The candidate must have graduated from an approved teacher preparation discipline-specific program in middle education 6-8 with two areas of concentration from the areas of English, mathematics, science, and history/social science; or
 - An applicant seeking the middle education 6-8 endorsement must have earned a degree in the liberal arts and sciences (or equivalent); and completed a minimum of 21 semester hours in two areas of concentration which will be listed on the license; and completed minimum requirements for those areas (English, mathematics, science, and history/social science) in which the individual is not seeking an area of concentration. The applicant will be restricted to teaching only in those areas of concentration listed on the teaching license.
 - English.
 - English concentration [must include course work in language (e.g., history, structure, grammar); literature; advanced composition; and interpersonal communication or speech]: 21 semester hours.
 - Individuals seeking endorsement in middle education 6-8 without an English concentration must have completed 12 semester hours in English.
 - Mathematics.
 - Mathematics concentration (must include course work in algebra, geometry, probability and statistics, and applications of mathematics): 21 semester hours.
 - Individuals seeking endorsement in middle education 6-8 without a mathematics concentration must have completed a minimum of 6

semester hours in mathematics for a total of 15 semester hours in mathematics and science.

- Science.
 - Science concentration (must include courses in each of the following: biology, chemistry, physics, and Earth and space science; a laboratory course is required in two of the four areas): 21 semester hours.
 - (2) Individuals seeking endorsement in middle education 6-8 without a science concentration must have completed a minimum of 6 semester hours in science for a total of 15 semester hours in mathematics and science.
- History/social science.
 - History/social science concentration (must include American history, world history, economics, geography, international affairs, and current events): 21 semester hours.
 - (2) Individuals seeking endorsement in middle education 6-8 without a history/social science concentration must have completed a minimum of 6 semester hours in history and a minimum of 6 semester hours in social science for a total of 15 semester hours in history and social science.

Student Teaching

- Virginia has a **student teaching** requirement of 10 weeks and a minimum GPA is determined by each university.

No Child Left Behind

- Definition of **Highly Qualified** – the term "highly qualified" used in reference to any public elementary, middle, or secondary school teacher in the core academic subjects means that the teacher: holds full state licensure as a teacher, including licensure through alternate routes; and teaches only in the area or areas of endorsement. In addition, a teacher who is entering the profession through an alternate route program may meet the definition of a highly qualified teacher if the participant in the program: (1) is permitted by the state to assume functions as a regular classroom teacher; (2) has a bachelor's degree; (3) has demonstrated subject matter competence by passing the state professional teacher assessments; and (4) is making satisfactory progress toward full licensure, as prescribed by the Board of Education.
- Requirements for Veteran Teachers A teacher completing an alternate route program may meet the definition of a highly qualified teacher if the participant in the program:
 - (1) is permitted by the state to assume functions as a regular classroom teacher;
 - (2) has a bachelor's degree;
 - (3) has demonstrated subject matter competence by passing the state professional teacher assessments (Praxis I and II); and

(4) is making satisfactory progress toward full licensure, as prescribed by the Board of Education.

➤ **Rural Flexibility**

Virginia had only one school district on the federal list of rural schools eligible for the **rural flexibility rule**. Therefore, they have done nothing in this regard.

➤ **Portfolios** are not included in Virginia's definition of highly qualified.

Major Equivalency" – coursework equivalent to an undergraduate major.

National Board – Paying a Stipend

- The candidate fee is \$2,300. The Virginia General Assembly appropriated \$75,000 for each year of the 2002-04 biennium to support \$1,000 of the application fee for 75 candidates. Virginia also received a grant from the U. S. Department of Education to assist in funding application fees. There are currently 202 NBC candidates who were awarded either a \$2,000 or a \$1,000 federal or state subsidy grant for the 2002-03 process. In addition, several Virginia school divisions are providing full or partial fee payment for approximately 50 candidates.

New Teacher Support System - Mentoring – began in 2000

Program should focus on its effectiveness in meeting the following goals

- a) Retaining quality teachers
- b) Improving teaching performance
- c) Supporting teacher morale, communication, and collegiality: and
- d) Facilitating a seamless transition into the first year of teaching

Teacher Standards

The **teacher standards** for Virginia can be found at:

Web Address: <http://www.pen.k12.va.us/VDOE/newvdoe/teached.html>

Please refer to the State Teacher Standards matrix for an overview.

State Contact

Department of Education
Division of Teacher Education and Licensure
P. O. Box 2120
101 N. 14th St. 24th Floor
Richmond, VA 23218-2120 (23219-3684 shipping)
Voice: 804/371-2522
Member Web Site - <http://www.pen.k12.va.us>
Contact: Thomas Elliott telliott@mail.vak12ed.ed

Washington

Licensing – Qualified applicants for a teaching certificate can anticipate two levels of certification during their career.

A. Names, Types, & Lengths – general certificates

- Residency Certificate
 - First time applicants receive
 - Valid for first five years of teaching
- Professional Certificate
 - Advanced Level certificate
 - Valid for renewable five-year periods
 - Earned by holding the NBPTS certificate
- Substitute Certificate – Valid for life
- Other (limited) Teaching Certificates
 - If you do not qualify for a regular teacher certificate
 - If you are available to meet the needs of employers who cannot find enough teachers with regular certificates

B. In-State versus Out-State Requirements - Individuals from out of state applying for a Washington State residency teaching certificate under WAC 180-79A-257(1)(b), in lieu of passing the WEST-B, may provide official documentation of scores on the Praxis I of 177 for the reading subtest, 176 for the mathematics subtest and 174 for the writing subtest, or passing scores from California or Oregon on the CBEST.

For individuals who took the computer-administered version of the Praxis I (CBT), the comparable required passing scores that you must meet or exceed in order to be exempt from taking the WEST-B are 325 for reading; 321 for math; and 321 for writing.

C. Renewal Requirements

- Renewal Application – Complete a renewal application packet.
- Continuing Clock Hour Requirements – Continuing education requirement in order to maintain validity in endorsement subject area.
- Professional Growth Plan – The Professional Growth Plan is a plan containing a comprehensive description of evidence in which will show that the candidate for professional Certificate meets the standards of effective teaching, professional development, and leadership.
- National Board Certification – Teachers who achieve National Board Certification in Washington receive an annual salary stipend of \$3,500, fulfill the requirements for obtaining or renewing the Professional Teachers Certificate, and are exempt from clock-hour requirements for the Continuing Teachers Certificate. In addition to these tangible benefits, Washington teachers can continue their professional development through

networking with other accomplished teachers and can assist in recruiting other candidates through participation in a speaker's bureau.

D. Alternative Systems of Attaining a Teaching License – A program for districts or districts in cooperation with educational service districts (ESDs) to operate partnerships with higher education teacher preparation programs or consortia of higher education teacher preparation programs to provide one or more of three performance-based alternative routes aimed at recruiting candidates to teaching in subject matter/geographic shortage areas such as:

- Special Education
- English as a Second Language
- Chemistry
- Physics
- Japanese
- Mathematics
- Technology Education

Other shortage areas may be identified by each partnership. Contact each partnership for a list of the shortage areas covered by each program.

Testing - The Washington State Legislature created the Professional Educator Standards Board (PESB) in 2000 through HB 2760. The mission of the PESB is:

- to advise and provide recommendations to the State Board of Education, the Superintendent of Public Instruction, the Governor, and the Legislature on the full range of issues affecting education professionals, including recruitment, hiring, preparation, certification, mentoring, professional growth, retention, governance, assessment, and evaluation;
- to oversee the basic skills and subject matter assessments that are required of all new teachers prior to state certification; and
- to bring greater public focus and attention to education professions.

The PESB worked with National Evaluation Systems, Inc. (NES®), to develop the Washington Educator Skills Test—Basic (WEST–B) and is currently working with NES to administer the assessment. As of September 2002, the basic skills assessment is required of all applicants to Washington-approved educator preparation programs and persons from out of state applying for a Washington State residency teaching certificate. The basic skills areas included in the assessment are reading, mathematics, and writing.

A. Required for Initial Licensure – As of September 2005, all candidates seeking their initial teacher certification endorsement and teachers from other states applying for a Washington residency teaching certificate are required to take the assessments and meet the minimum passing score(s) for their chosen endorsement area. During the 2003-2004 and 2004-2005, the tests may be required for entry into Master In Teaching (MIT) Programs.

Note: School administrators, school counselors, school social workers, school nurses, school psychologists, and educational speech-language pathologists are

not teachers, and therefore are not subject to teacher examination licensure requirements.

- B. How Long Have They Been Testing - Legislation enacted in 2001 required the Washington Professional Educator Standards Board (PESB) to adopt examinations for assessing skills in reading, writing, and mathematics for teachers licensed under Board authority and to adopt rules for the implementation and ongoing administration of the examinations. In addition, Washington's RCW 28A.410.220 also required the Board to adopt subject knowledge assessments for teacher certification in 33 endorsement areas. The ruling stipulated that the selected assessments must be aligned with the knowledge and skills required of K-12 students as defined by Washington's Essential Academic Learning Requirements (EALRs). The PESB elected to require The Praxis Series tests to meet the mandate for subject knowledge tests. Effective September 2005, applicants for Washington teacher certification must meet the new licensure testing requirements. Visit this site and the PESB site below for updated information throughout the year.
- C. What Kinds of Tests Are Used
- Washington Educator Skills Test—Basic (WEST–B) – test of basic skills
 - Praxis I – basic skills tests
 - Praxis II – content area knowledge tests
- D. Tests in Every Area Or In Core Areas – Tests area available in each endorsement area.

State Teacher Assessment Cut off Scores
Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 141 |
| PLT: Grades PK-3 | 170 |
| Middle School Content Knowledge | |
| Middle School 5-8 Science | * |
| Middle School 5-8 Social Studies | 157 |
| Middle School 5-8 Math | 152 |
| Art | |
| Biology | 152 |
| Chemistry | * |
| Composite Science | |
| Earth Science | * |
| Economics | |
| English | 158 |
| Geography | |
| Government/Political Science | |
| History | 157 |
| Math | 134 |
| Music | 150 |
| Physics | * |
| Social Studies | 157 |
| Spanish | 160 |

“*” Tests under consideration, verify with state.

Major & Minor – Semester Hours for Each

A. Requirements

- Methods course(s). Certificated teachers are required to complete related methods coursework in the desired endorsement area.
- Field experience/internship. Certified teachers are required to complete a supervised practicum, which includes teaching in the specific endorsement area. For endorsement areas added to a teacher's certificate, the college will determine whether to require a field experience/internship, and the extent of that internship.
- WAC 180-82A endorsements.
 - Primary endorsements. [MAJOR] "Primary" does not mean "elementary" or "grades K-8"; rather, it means an endorsement for which significant preparation has been completed. Primary endorsements in the broad areas of English/language arts, science, and social studies require a minimum of 60-quarter hours (40-semester hours). All other primary endorsements require a minimum of 45-quarter credit hours (30-semester hours).
 - Supporting endorsements. [MINOR] Supporting endorsements are optional, and indicate an endorsement for which less preparation is required than a primary endorsement. They require a minimum of 24-quarter hours (16-semester hours).

B. Still Using a Minor – WAC 180-82 endorsements. Until 8-31-05, some in-state institutions continue to use this chapter for adding endorsements to Washington certificates.

| <u>Washington Endorsements</u> | | |
|---------------------------------------|-----------------------------------|----------------------------|
| Bilingual Education | Designated Career & Technical Ed: | Early Childhood Education |
| Designated Arts: | Agricultural Education | Early Childhood Special Ed |
| Dance | Business Education | Elementary Education |
| Drama | Marketing Education | English |
| Music: Choral | Family & Consumer Science Ed | English/Language Arts |
| Music: General | Technology Education | English as Second |
| Music: Instrumental | Designated World Language: | Language |
| Visual Arts | Chinese | Health/Fitness |
| Designated Science: | French | History |
| Biology | German | Library Media |
| Chemistry | Italian | Mathematics |
| Earth Science | Japanese | Middle Level – Humanities |
| Physics | Latin | Middle Level – |
| | Norwegian | Math/Science |
| | Puget Sound Salish | Reading |
| | Russian | Science |
| | Spanish | Social Studies |
| | Swedish | Special Education |
| | | Traffic Safety |

- C. Using Minor in 2006 – WAC 180-82A endorsements. After 8-31-05, applicants adding an endorsement based on completion of out-of-state institutions' programs, and applicants completing an endorsement program at selected in-state institutions (approved by the State Board of Education under WAC 180-82A) will follow this chapter of WAC. Endorsements are based entirely on demonstrated competencies. No designation of 'primary' or 'supporting' is used, and no minimum number of quarter hours is specified.
- D. Adding an Endorsement – Once a program is completed, the college/university will coordinate with OSPI to have a new certificate printed (with the new endorsement added).

Composite Degrees in Science & Social Studies – Yes, it is offered. It is referred to as a “Primary Endorsement.”

A. Semester Hours

- Science – WAC 180-82-355 Science -- Secondary, primary. In order to receive a primary endorsement in science the candidate shall have completed a state approved preparation program in science which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as sixty quarter credit hours (forty semester credit hours) in the subject areas below, as follows:
 - Forty-five quarter credit hours (thirty semester credit hours) in a designated science area (biology, chemistry, earth science, or physics), including all the requirements for the endorsement in that area; and
 - Fifteen-quarter credit hours (ten semester credit hours) from the remaining three science areas, including course work from each of those three areas.
- Social Studies - WAC 180-82-356 Social studies -- Secondary, primary. In order to receive a primary endorsement in social studies the candidate shall have completed a state approved preparation program in social studies which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as sixty quarter credit hours (forty semester credit hours) in the subject areas below, including twenty-four quarter credit hours (sixteen semester credit hours) in history. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:
 - Pacific Northwest history;
 - United States history, including chronological, thematic, multicultural, ethnic and women's history;
 - World, regional, or country history;
 - Geography;
 - Political science, civics, or government;

- Anthropology, psychology, or sociology; and
- Economics.

B. Still Using Them – Yes

Middle School

- A. Grades Used in Middle School – The state of Washington defines middle school grades to be the 6th, 7th, and 8th grades.
- B. Teaching Qualifications Now & In July 2006 – Endorsement certification is available through Saint Martin’s College via evening, weekend, and summer classes (other universities and colleges as well):

- | | | |
|-----------------------------|--------------------------------|-----------------------|
| ➤ Bilingual Education | ➤ English/Language Arts | ➤ Middle Level |
| ➤ Biology | ➤ English as a Second Language | ➤ Mathematics/Science |
| ➤ Chemistry | ➤ History | ➤ Reading |
| ➤ Early Childhood Education | ➤ Mathematics | ➤ Science |
| ➤ Elementary Education | ➤ Middle Level | ➤ Social Studies |
| ➤ English | ➤ Humanities | ➤ Special Education |

Student Teaching Requirements – Washington Association of Colleges of Teacher Education (WACTE) and OSPI Professional Education Office have developed a Pedagogy Assessment Instrument. All teacher preparation programs will administer this instrument to teacher candidates who participate in a student teaching/internship experience during 2003-2004. It is anticipated that revisions will be made based upon feedback from the field. A final version of the document will be submitted to the State Board of Education for adoption in spring 2004. Meeting the pedagogy assessment standards will be required as part of program completion as of September 1, 2004.

- A. Number of Weeks Required – Field experiences are integrated throughout the preparation program. Candidates complete a supervised internship or student teaching in which they demonstrate the required knowledge and skills. The amount of time varies across programs from one year to 10 weeks. Alternative route certification can permit a candidate to omit student teaching requirements.
- B. Minimum Grade Point Average – There is no state GPA requirement. Individual institutions have established program admission and exit GPA requirements. Teacher candidates may not apply courses in which grades lower than a C were earned toward certification.
- The state does not prescribe specific course work. State approval is granted to programs that design programs to meet the standards for the residency and professional certificates and requirements for the respective endorsement(s).

No Child Left Behind

- A. Definition of Highly Qualified – Applying the federal materials for *No Child Left Behind* Act “Improving Teacher Quality State Grants - Title II, Part A: Non-Regulatory Guidance” manual.

- B. Requirements for Veteran Teachers – Applying the federal materials for *No Child Left Behind* Act “Improving Teacher Quality State Grants - Title II, Part A: Non-Regulatory Guidance” manual.
- C. Requirements for New Teachers as of July 2006 – Applying the federal materials for *No Child Left Behind* Act “Improving Teacher Quality State Grants - Title II, Part A: Non-Regulatory Guidance” manual.
- D. Rural Flexibility Rule – What Are They Doing? – Applying the federal materials for *No Child Left Behind* Act “Improving Teacher Quality State Grants - Title II, Part A: Non-Regulatory Guidance” manual.
- E. Use of Portfolios – Applying the federal materials for *No Child Left Behind* Act “Improving Teacher Quality State Grants - Title II, Part A: Non-Regulatory Guidance” manual.

State Law – use of Terminology “Major Equivalency” – Endorsement – The purposes of the endorsement system are:

- to align requirements for endorsements with the state’s learning goals and essential academic learning requirements
- to maintain rigorous standards for obtaining endorsements
- to provide school districts with teachers who are able to demonstrate a positive impact on student learning

- A. Primary Endorsement – 45-Quarter Hour Credits (30-Semester Hour Credits)
- B. Supporting Endorsement - 24-Quarter Hour Credits (16-Semester Hour Credits)

| <u>Washington Endorsements</u> | | |
|---------------------------------------|-----------------------------------|----------------------------|
| Bilingual Education | Designated Career & Technical Ed: | Early Childhood Education |
| Designated Arts: | Agricultural Education | Early Childhood Special Ed |
| Dance | Business Education | Elementary Education |
| Drama | Marketing Education | English |
| Music: Choral | Family & Consumer Science Ed | English/Language Arts |
| Music: General | Technology Education | English as Second |
| Music: Instrumental | Designated World Language: | Language |
| Visual Arts | Chinese | Health/Fitness |
| Designated Science: | French | History |
| Biology | German | Library Media |
| Chemistry | Italian | Mathematics |
| Earth Science | Japanese | Middle Level – Humanities |
| Physics | Latin | Middle Level – |
| | Norwegian | Math/Science |
| | Puget Sound Salish | Reading |
| | Russian | Science |
| | Spanish | Social Studies |
| | Swedish | Special Education |
| | | Traffic Safety |

National Board – Paying a Stipend? – Teachers who achieve National Board Certification in Washington receive an annual salary stipend of \$3,500, fulfill the

requirements for obtaining or renewing the Professional Teachers Certificate, and are exempt from clock-hour requirements for the Continuing Teachers Certificate. In addition to these tangible benefits, Washington teachers can continue their professional development through networking with other accomplished teachers and can assist in recruiting other candidates through participation in a speaker's bureau.

New Teacher Support System - Mentoring

- A. Office of Superintendent of Public Instruction (OSPI) Mentor Training Academy – Just as the quality of instruction that students receive has a tremendous impact on their performance, the quality of mentoring that new teachers receive can significantly influence their development. This summer, OSPI will again offer its highly acclaimed 4-day training sessions for mentors. Participants must attend all four days of a session, including one evening. The topics addressed will include:
- Learning-focused Mentoring – Developed by Laura Lipton and Bruce Wellman, this adaptation of cognitive coaching is specifically geared toward beginning and student teachers, who do not yet have a large repertoire of skills on which to draw.
 - Working with Adult Learners – This session will address the special needs of adult learners, and effective strategies for working with the diversity present in any group of adult learners.
 - Professional Conduct – In this session, participants will review the Code of Professional Conduct and its implications for mentors.
 - Classroom Management – This session will focus on helping mentors identify and articulate their own effective management practices learn what to look for in a new teacher's classroom, and collaborate with a new teacher on successful management strategies.
 - Assessment – In addition to reviewing their own classroom assessment practices and identifying other possible tools, participants will explore how to assist new teachers in using competently a variety of assessments, ranging from informal checks for understanding, to formal classroom assessments, to the WASL. They will also explore a protocol for analyzing student work with new teachers.
 - Mentor Tools – Participants will learn about the roles and responsibilities of mentoring, as well as a number of activities, templates, etc. that can help. They will also explore the use of standards to help new teachers develop and implement a first-year professional growth plan.
 - Pre-Academy Session for Special Education Mentors – Participants will work on the protocols and issues that are specific to those who mentor new Special Ed teachers.
- B. Professional Development – teacher Assistance Program – The Teacher Assistance/Mentoring Assistance Program (TAP) provides interested school districts with funds for beginning teacher assistance through the iGrants process. With these funds, districts agree to support new teachers with mentoring from experienced, exemplary teachers, as well as training for new

teachers and mentors, opportunities to observe each other and other teachers, and assistance with professional growth planning.

Professional Growth Plan - One of the new provisions of the laws governing TAP includes the development of a professional growth plan. The attached Professional Growth Plan format can be used with any set of teacher standards. Here is how it might look using the Professional Certification Standards:

- A new teacher reviews the criteria for Professional Certification Standards I (Effective Teaching) and II (Professional Development), and identifies strengths and challenges. (This may best happen in January or February, once the new teacher is well settled and the mentor and principal have had several opportunities to observe the new teacher.)
- Based on data gathered during observations of the new teacher, the mentor gives input to further clarify which criteria need most attention.
- The new teacher's principal / supervisor also suggests areas of focus, based upon classroom observations.
- With the information from the self-evaluation and the suggestions from the mentor and principal, the new teacher and his/her mentor choose one criterion on which to focus first, using the attached Professional Growth Plan process.
- When this process is complete or nearly complete, the new teacher and mentor select, again with input from the principal / supervisor, another criterion on which to focus.

New teachers will vary in the number of criteria they address over the course of the year. For some, just completing one will be a considerable challenge.

Others may work on three or four criteria. New teachers should be encouraged to keep any artifacts they might develop as a result of this work and bring them to their pre-assessment seminar for Professional Certification.

This same process can be followed for ESAs, using the appropriate professional standards.

State Teacher Standards – <http://slc.leg.wa.gov>

Refer to the State Teacher's Standards matrix for an overview.

State Contacts

Office of the Superintendent of Public Instruction, Old Capitol Building, P.O. Box 47200, Olympia, Washington 98504-7200. Telephone: (360) 725-6320. Fax: (360) 586-4699. Web: www.k12.wa.us

MacGregor, Robert R. Assistant Superintendent, School Improvement – Office of Superintendent of Public Instruction, Old Capital Building, P.O. Box 47200, Olympia, Washington 98504-7200. Telephone: (360) 725-6313. Fax: (360) 753-1953. e-mail: rmacgregor@ospi.wednet.edu

West Virginia

Levels of Certificates:

- **Provisional Professional Certificate:** Issued for three years upon completion of required degree, state-approved program including assessment, passing score on pre-professional skills test and content specialty test, and minimum GPA of 2.5.
- **Temporary Certificate:** Issued for one year to an individual who meets prescribed experience and/or academic and professional standards for the professional certificate, but has not met the citizenship and/or testing requirements.
- **Professional Certificate:** Issued for five years upon completion of six semester hours of college credit, two years teaching experience, and completion of Beginning Educator Internship Program. An applicant with a valid out-of-state professional certificate would be granted the same certification in the state of West Virginia pending completion of a satisfactory background check.
- **Permanent Professional Certificate:** Issued for life upon completion of master's degree and five years teaching experience or renewal of the professional certificate twice. No master's degree is required for this last option.

Types of Certificates and Requirements:

- **Early Childhood (Prek-K)/Elementary (K-6):** Bachelor's degree from accredited institution, minimum GPA of 2.5, completion and passing of required testing for elementary level, AND completion of a state-approved teacher education program, OR three years of teaching experience within the last seven years, OR NBPTS certification, OR a valid out-of-state certificate.
- **Middle School (5-9):** Bachelor's degree from accredited institution, minimum GPA of 2.5, completion and passing of required testing for middle school level, AND completion of a state-approved teacher education program, OR three years of teaching experience within the last seven years, OR NBPTS certification, OR a valid out-of-state certificate.
- **Secondary Adolescent (9-12):** Bachelor's degree from accredited institution, minimum GPA of 2.5, completion and passing of required testing for the secondary level, AND completion of a state-approved teacher education program, OR three years of teaching experience within the last seven years, OR NBPTS certification, OR a valid out-of-state certificate.

In State Versus Out-of State Requirements:

- In-state Applicants: Bachelor's degree, completion of approved teacher education program with assessment, and completion and passing of the required Praxis Tests for certification.
- Out-of state Applicants: Bachelor's degree, completion of a state- approved educational preparation program in a specialization comparable to the one offered in West Virginia, proof of certification or recommendation from institution, submission of transcripts, and completion and passing of the Praxis Tests. Three years successful teaching within last seven years, a master's degree, acceptable minimum ACT/SAT scores, or NBPTS certification may waive the out-of-state candidate from testing.

Alternative Certification Programs:

- Currently, West Virginia is not implementing any Alternative Education Certification Routes. The West Virginia Board of Education has put together an advisory board to search for innovative ways to certify teachers in "critical areas of need" and the board has put forward recommendations for policy changes for creation of and approval of alternative routes for certification.

Renewal Requirements:

- Certificates may be renewed with six semester hours of appropriate credit approved by the county professional designee and must be completed subsequent to the certificate being renewed. A teacher who holds a professional certificate and the MA + 30 or higher salary classification, or who has attained the age of 60, is not required to complete additional renewal credit. Teachers may receive tuition reimbursement for certificate renewal. However, there is a limited amount of money appropriated for tuition reimbursement, so applications are processed on a first come/first served basis.

Testing:

- West Virginia requires its teachers to pass the Praxis I and II for initial licensure. Teachers must provide evidence of having satisfied the testing requirements and cut scores adopted by the West Virginia Board of Education. A teacher may obtain a waiver from testing based on ACT or SAT scores, a masters degree, NBPTS certification, or three of last seven years teaching experience. Following are the required West Virginia cut score for Praxis I and praxis I:
 - Praxis I: Reading, 174,
 - Writing, 172
 - Mathematics, 172
 - Praxis II: Principles of Learning and Teaching (K-6), 165
 - Principles of Learning and Teaching (5-9), 159
 - Principles of Learning and Teaching (7-12), 156

*The following chart lists West Virginia's cut scores for the content-area tests

Test: Praxis II –Subject Assessment

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary K-6 | 155 |
| Early Childhood PreK-K | 530 |
| Middle School Content Knowledge | N/A |
| Middle School 5-9 Science | 151 |
| Middle School 5-9 Social Studies | 151 |
| Middle School 5-9 Math | 148 |
| Art | 160 |
| Biology | 152 |
| Chemistry | 157 |
| Composite Science | 142 |
| Earth Science | N/A |
| Economics | N/A |
| English | 155 |
| Geography | N/A |
| Government/Political Science | N/A |
| History | N/A |
| Math | 133 |
| Music | 155 |
| Physics | 126 |
| Social Studies | 148 |
| Spanish | 143 |

Student Teaching Requirements:

- West Virginia does not require any additional field experience hours in addition to the twelve weeks required for student teaching. The institution determines the number of hours of student teaching that need to include exceptional students.

Majors/Minors:

- It appears that West Virginia does not require a major or minor for teaching at the secondary level. Number of required hours for courses of preparation vary according to the institution of higher learning. However, West Virginia does require middle school and secondary teachers to take and pass the appropriate content-area test.

Composite Degrees in Science and Social Studies:

- Composite degrees in General Science and also in Social Studies are being used and will continue to be used when the requirements of NCLB are effective in July 2006.

Middle School – Grades 5-9:

- Current teaching Requirements: Bachelor's degree from accredited institution, minimum GPA of 2.5, completion and passing of required testing for middle school level, AND completion of a state-approved teacher education program, OR three years of teaching experience within the last seven years, OR NBPTS certification, OR a valid out-of-state certificate.
- Requirements as of July 2006: Meet West Virginia Department of Education requirements as well as the requirements of NCLB – demonstrating subject-area competency through one of several options as listed under the following section of NCLB.

NCLB:

- West Virginia definition of “**highly qualified**”: A West Virginia public school teacher is considered “highly qualified” if he/she has a bachelor's degree or higher and meets the state certification requirements, and demonstrates subject-area competency by passing state competency tests in the core content areas taught, having an academic major or advanced credentials in core subject-area taught, or by satisfying the West Virginia HOUSSSE definition. (Applies to all levels, PreK – Secondary)
- Veteran Teachers: Teachers hired before the 2002-2003 school year will have until the end of the 2005-2006 school year to become highly qualified in core areas taught. The following HOUSSSE option is being proposed for these veteran teachers:
 - Performance Evaluation of School Personnel – These performance criteria are the state-adopted responsibilities for classroom teachers. The teacher will be evaluated and rated wither as “Exemplary”, “Exceeds Standards”, “Meets Standards”, or “Unsatisfactory”.

- New Teachers: Teachers hired on or after the first day of the 2002-2003 school year need to meet the NCLB requirements of “highly qualified”.

Rural Flexibility Rule: No districts qualify in West Virginia.

National Board Certification:

- Fee: West Virginia will reimburse half of the fee - \$1150, to each individual who enrolls in the NBPTS certification process, and \$1150 to each individual who completes the process.
- Stipend: West Virginia pays each teacher annually a supplement of \$2500 for the life of the certificate for achieving NBPTS certification. In addition, local school districts are providing additional monetary supplements and incentives on top of what the state offers.
- West Virginia also reimburses a teacher up to \$600 for expenses incurred during the certification process. This reimbursement program is subject to legislative appropriation and is limited to 200 teachers annually.

New Teacher Support System – Mentoring:

- West Virginia requires and finances a one-year mentoring program (Beginning Educator Internship Program), for all beginning teachers and pays for professional development programs (New Teacher Orientation, etc.). During the internship year, a professional support team consisting of the school principal, a professional development staff member from the county, and an on-site mentor, provide support to the new teachers. During the first half of the school year, the mentor meets with the new teacher weekly, and during the second half of the year, biweekly.

State Teacher Standards:

Teacher Education Standards for West Virginia can be found at <http://wvde.state.wv.us/>

Refer to the Teacher Standards Matrix for an overview.

State Contacts

Office of Professional Preparation
Department of Education
1900 Kanawha Boulevard East
Building #6, Room B-252
Charleston, WV 25305-0330

Wisconsin

Licensing – Wisconsin is moving toward three license stages – Initial, Professional, and Master – and to licenses based on developmental levels rather than grades. (Note – a course in special education is required for all teaching certificates).

- a. Two-year Minor Deficiency License (for out of state applicants only)
 - Valid for two years.
 - Requirements – Bachelor’s degree, participation in a state approved teacher training program, and appropriate pedagogy or professional knowledge classes.
 - An application and renewal fee of \$150.00 is required.
 - This is an initial certificate.
 - This is not a permanent certificate.
- b. Regular License
 - Valid for five years.
 - Requirements – By license designation. (Note: Wisconsin has a human relations training requirement in intercultural awareness).
 - Elementary level education (Grades 1-6). For an elementary level license, the applicant shall have satisfactorily completed at least 12 semester credits in the teaching of reading and language arts, including developmental reading at the elementary level, children's literature, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived. Elementary teachers must complete a minor.
 - Elementary/middle level education (Grades 1-9). For an elementary/middle level license the applicant shall have satisfactorily completed at least 12 semester credits in the teaching of reading and language arts, including developmental reading at the elementary level, content area reading, children's and early adolescent literature, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived.
 - Middle level education (Grades 5-9). For a middle level license, the applicant shall have satisfactorily completed at least 6 semester credits in the teaching of reading and language arts, including developmental reading, content area reading, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading. If an applicant has at least one year of successful teaching experience, the clinical experience requirement may be waived. Teachers must have a major or minor in the subject area taught in grade 9.
 - Middle/secondary level education (Grades 6-12). For a middle/secondary level license, the applicant shall have satisfactorily completed at least 6 semester credits in the teaching of reading and language arts, including

content area reading, language arts with an emphasis on writing, speaking and listening and a clinical experience in teaching reading. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived.

- Secondary level education (Grades 9-12). For a secondary level license, the applicant shall have satisfactorily completed at least 6 semester credits in the teaching of reading and language arts, including content area reading, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading in the content area. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived. Teachers must have a major or minor in the subject area taught.
- Renewable indefinitely for periods of five years.
- For license renewal, the teacher must satisfactorily complete 6 semester credits or the equivalent of continuing education during the 5 years immediately preceding his or her application for renewal. The 6 semester credits or the equivalent (30 clock hours) shall be directly and substantively related to one or more of the licenses held by the applicant or to the applicant's professional competency.
- To move to the professional educator level, an initial educator shall design and complete a professional development plan that demonstrates increased proficiency and which reflects certain standards that have been identified by an educational team in areas needed for improvement. The plan shall include:
 - Identified activities and objectives related to professional development goals, school or school district goals or performance goals identified by the educator.
 - A timeline for achieving the professional development goals.
 - Evidence of collaboration with peers and others.
 - An assessment plan that specifies indicators of growth.
- An application and renewal fee of \$100.00 is required.
- This is the initial certificate.
- This is not a permanent certificate.

c. Master Educator License

- Valid for ten years.
- Requirements
 - Possess a Regular License and have current employment as a professional teacher.
 - Passing the National Board of Professional Teaching Standards.
- Renewable based on meeting NBPTS renewal requirements.
- This is not the initial certificate.
- This is not a permanent certificate.

d. Temporary & Emergency Certification or Licensure

- Valid for one year.
- Requirements
 - A one-year teacher permit which authorizes the holder to be employed as a teacher may be issued to a person who has a bachelor's degree but does not meet the license requirements under this chapter. A permit issued under this subdivision is valid for a period not to exceed one year and expires on June 30, unless an earlier expiration is stated in the permit.
 - The district administrator or designated official of the employing school district shall request a permit in writing with full explanation and justification of the need. The request shall state that a search was conducted for a fully-licensed teacher and that a fully-licensed teacher is not available.
 - The district administrator or designated official of the employing school district may request that a permit be renewed. The permit may be renewed if, between the date of issuance and the proposed renewal date, the applicant satisfactorily completes at least 6 semester credits toward completion of an approved program. The request for renewal shall be in writing, shall include a full explanation of the need for renewal and shall state that a search was conducted for a fully-licensed teacher and that a fully-licensed teacher is not available.
 - The state superintendent may issue or deny a permit under this subdivision.
- Renewable 99 times for periods of one year each time.

e. Special License

- Valid for one year.
- Requirements
 - A special license which authorizes a licensed teacher to teach in an assignment other than that for which he or she holds a license may be issued for one specific assignment. A special license issued under this section is valid for a period not to exceed one year and expires on June 30, unless an earlier expiration date is specified in the special license.
 - The district administrator or designated official of the employing school district shall request a special license in writing with full explanation and justification of the need. The request shall state that a search was conducted for a fully-licensed teacher and an explanation of why any fully-licensed candidates were not acceptable for employment.
 - The district administrator or designated official of the employing school district may request that a special license be renewed. The special license may be renewed if, between the date of issuance and the proposed renewal date, the applicant satisfactorily completes at least 6 semester credits toward completion of an approved program. The request for renewal shall be in writing and shall include a full explanation of the need for renewal.

- The state superintendent may issue or deny a special license. The state superintendent shall deny a special license to an applicant who has not met the requirements in s. PI 3.05 (7), Wisconsin Administrative Code, if the applicant completed the initial professional education program on or after August 31, 1992.
- Renewable 99 times for periods of one year each time.
- f. NOTE – Completion and notarization of the Conduct and Competency Form is required of all applicants as a part of every initial and subsequent renewal application.
- g. NOTE – OUT OF STATE APPLICANTS. An initial educator license may be issued to an applicant who completes an approved program from out of state, who has fewer than 5 years of successful teaching experience, and who has met the competency test requirements under s. PI 34.15 (2) (a) 3. a. The applicant shall provide evidence that the requirements under s. PI 34.15 (4) have been met before qualifying for a professional educator license.
- h. Alternative Licensure
 - Wisconsin innovative/experimental or alternative educator preparation programs are accelerated programs leading to licensure or are designed and offered in a more flexible way than traditional programs. Current Wisconsin administrative rules require a person who applies for licensure in Wisconsin to obtain the endorsement or recommendation from a state-approved teacher education program offered by a regionally accredited college or university. Many Wisconsin colleges and universities are in the process of developing, or have already developed, programs for persons with bachelor's degrees who are interested in teaching.
 - Under current rules, applicants who completed an alternative certification program in another state may be eligible for licensure in Wisconsin if the college or university verifies that the alternative program completed meets the same standards as the traditional program offered. Wisconsin can accept this verification as an equivalency statement.

Testing – Teachers applying for teacher licenses in Wisconsin who complete professional education programs after August 31, 1992 at colleges and universities located in others states are required to have passing scores on the Praxis I. All candidates who complete professional education programs after August 31, 2004 must pass the Praxis II.

- a. The Praxis I test is required for admission into the teacher education program. The qualifying scores are as follows:
 - Reading 175
 - Writing 174
 - Mathematics 173
- b. Prior to 2004, Teachers were tested in Basic Skills in the areas of Reading, Writing, and Math.

- c. After 2004, teachers must pass a Praxis II content test in the area of their endorsement. The qualifying scores are as follows:
 - Broadfield Language Arts 160
 - Broadfield Science 154
 - Broadfield Social Studies 153
 - Mathematics 135

Majors and Minors

- a. A “major” means a field of study in which a student completes at least 34 semester credits, unless more credits are specified, as part of an approved program leading to licensure. All teachers must have a major.
- b. A “minor” means a field of study in which a student completes at least 22 semester credits, as part of an approved program leading to licensure.
- c. A 2.75 GPA is required in major, minor and professional coursework except student teaching for undergraduate majors.
- d. A 3.0 is required for graduate programs.
- e. Middle Level / Junior High teachers must have a major or minor in the subject area taught in grade 9.
- f. Secondary teachers must have a major or minor in the subject area taught.

Composite Degrees – Wisconsin recognizes “Broadfield” degrees in language arts, science and social studies. Qualifying scores on the Praxis II must be met in order for teachers to teach in the area of their endorsement. If you have a major in science, you can add an additional 15 credits in science for a Broadfield designation. If you have a major in social studies, you can add an additional 9 credits in social studies for a Broadfield designation.

Middle School – Refer to 1-b-iv, v, vi.

Student Teaching Requirements

- a. A full semester (18 weeks) – full day of student teaching following the semester calendar and daily schedule of the cooperating school is required.
- b. An applicant who completes an initial professional education program on or after August 31, 1990, shall have completed a student teaching experience consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school or the equivalent, if the applicant completed an initial professional education program outside the state, as required under s. 118.19 (3) (a), Stats. Completion of a college or university approved student teaching experience of less than full days for a full semester, plus 2 consecutive semesters of successful regular classroom teaching experience under the supervision of the employing school district administration shall be considered equivalent.
- c. A two-year minor deficiencies license under s. PI 3.03 (4) may be issued to an applicant who has completed an out-of-state college or university approved

student teaching experience of less than full days for a full semester, but who lacks the 2 semesters of regular classroom teaching. Issuance of a regular license shall require successful completion of 2 consecutive semesters of full-time classroom teaching experience under the supervision of the employing school district administration.

Grade Levels

- a. Elementary level, for purposes of licensing, means grades 1-6.
- b. Elementary / middle level, for purposes of licensing, means grades 1-9.
- c. Middle level, for purposes of licensing, means grades 5-9.
- d. Middle / secondary level, for purposes of licensing, means grades 6-12.
- e. Secondary level, for purposes of licensing, means grades 9-12.

No Child Left Behind

- a. Definition of Highly Qualified – Wisconsin is using the Federal definition for a Highly Qualified Teacher. The emphasis on compliance coincides with the requirement of having a bachelors degree, completion of an approved teacher education program, and a rigorous exam in the subject areas taught.
- b. Rural Flexibility
 - At this time, licensure requirements for all teachers across the state are the same. Wisconsin can use the Emergency Certification route to address shortages. Please refer to 1. d & e.
 - Wisconsin has innovative/experimental or alternative educator preparation programs that are accelerated programs which lead to licensure or are designed and offered in a more flexible way than traditional programs. Often they are developed in partnership with a school district and/or are designed to meet needs in a shortage field.
 - Teachers have the options of teaching under a Temporary & Emergency License, or a Special License on a needs basis.
- c. Portfolios – Portfolios will be required after August 31, 2004.

National Board – Paying a Stipend?

- a. The Wisconsin Department of Public Instruction utilizes NBPTS Candidate Subsidy funds to defray up to one-half of the \$2,300.00 NBPTS Certification Fee.
- b. Wisconsin has continued its legislation to reimburse, upon certification, up to \$2,000 for the fee and paying an annual stipend of \$2,500 for each of the remaining nine years of the certificate for NBCTs who teach and live in Wisconsin.

New Teacher Support System – Mentoring – New guidelines are being created during the summer of 2004.

Fingerprinting, Background Check, Police Record

- a. Fingerprinting is required in Wisconsin to obtain a Regular license.
- b. A background check is required in Wisconsin to obtain a Regular license.
- c. A police record check is not required in Wisconsin to obtain a Regular license.

State Contact

Teacher Education and Licensing Teams

Department of Public Instruction

125 South Webster Street

P. O. Box 7841

Madison, WI 53707-7841

Voice: 608/266-1879

Kathy Nash – (608) 266-1879

Member Web Site - <http://www.dpi.state.wi.us>

Approved Programs - <http://www.dpi.state.wi.us/dpi/dlsis/tel/indexed.html>

<http://www.dpi.state.wi.us/dpi/dlsis/tel/pi34.html#teacherstandards3402>

<http://www.dpi.state.wi.us/dpi/dlsis/tel/te.html>

State Teacher Assessment Cut off Scores

Test: Praxis II –Subject Assessment - WISCONSIN

| Core academic subject area | Cut Score |
|----------------------------------|-----------|
| Elementary 1-6 | 147 |
| PLT: Grades K-6 | |
| Middle School 5-8 English/LA | |
| Middle School 5-8 Science | |
| Middle School 5-8 Social Studies | |
| Middle School 5-8 Math | |
| Art | 155 |
| Biology | |
| Chemistry | |
| Composite Science | 154 |
| Earth Science | |
| Economics | |
| English | 160 |
| Geography | |
| Government/Political Science | |
| History | |
| Math | 135 |
| Music | 150 |
| Physics | |
| Social Studies | 153 |
| Spanish | 158 |

Wyoming

NAMES, TYPES, AND LENGTHS OF LICENSES:

- Standard Teaching Certificate
 - Valid for five years.
 - Requires completion of a bachelor's degree from an accredited teacher preparation program.
 - Institutional recommendation
 - Course work in the Constitution of the United States and the Constitution of Wyoming or the successful completion of an examination on each.
 - Completion of an approved program meeting the knowledge, skills and competencies as required by Wyoming standards.

- Standard Teaching Certificate-Early Childhood, (Birth-age 8)
- Standard Teaching Certificate-Elementary Grades (K-8) Endorsement
- Standard Teaching Certificate-Intermediate Grades/Middle School (5-8)
- Standard Teaching Certificate-Secondary Grades Endorsements (7-12)
- Standard Teaching Certificate Endorsements (K-12)
 - All Require Standard Teaching Certificate Requirements
 - Completion of an approved program meeting the knowledge, skills and competencies as required by Wyoming standards.

 - (Endorsements are available in Art, Exceptional Children, Health, Music, Library/Media, Physical Education, Adapted Physical Education, Bilingual Education, and English as a Second Language.

- **Transitional Certificate**
 - Requires Standard Teaching Certificate
 - Must meet a minimum of two-thirds of a state approved program.
 - Must hold a position in a Wyoming school district.

IN-STATE VS. OUT-OF-STATE REQUIREMENTS

- Wyoming has a reciprocity agreement with 19 states.
- Wyoming will also recognize recent experience 3 of the last 6 years with a current valid out-of-state certificate.
- Wyoming will recognize a major for an endorsement area.
- Wyoming does not recognize additional endorsement areas that are not part of the institutional recommendation unless the applicant has three years of teaching experience out of the last six years.

RENEWAL REQUIREMENTS See NAMES, TYPES, AND LENGTHS OF LICENSES above.

ALTERNATIVE SYSTEMS OF ATTAINING A TEACHING LICENSE:

- Wyoming has an alternative program for secondary certification through the Northern Plains Transition to Teaching program located at Montana State University-Bozeman. This program is funded through a federal grant and can provide individuals with the opportunity to work in a Wyoming School district as they obtain their teaching certificate. The program requires a bachelor's in a secondary teachable area and employment in a Wyoming school district.
- A person with a bachelor's degree may work in a Wyoming school district with a temporary permit. This permit is valid for one year and may be renewed for a total of three years. At the end of the three years a teaching preparation program must be completed via an approved college or university program or a portfolio.
- Alternative certification may be used for adding an endorsement area to one's certification or for initial certification.
- Wyoming's alternative certification is based upon a portfolio presentation. A portfolio describes and verifies with supporting documents how an applicant meets the knowledge skills and competencies required by each PTSB standards.

TESTING

- Required for initial licensure:
 - Not currently.
 - After September 2004
 - New teachers
 - Current teachers with expired licenses
- How long have they been testing

Wyoming will begin testing September 2004.
- Kinds of tests used:
 - Praxis II Elementary Education
 - Praxis II Principles of Learning and Teaching (PLT)
 - Grades 7-12
 - Grades 5-9
- Tests in every area or in core areas:

All areas will test

MAJORS AND MINORS (SEMESTER HOURS FOR EACH)

Credit hour requirements are set by the individual higher education identities

- Minors currently allowed or not?

Required to teach within their major field

- Will minors be allowed in July 2006?
 - Minors will not be permitted
 - Current minors will have to meet major equivalency or second major

COMPOSITE DEGREES IN SCIENCE AND SOCIAL STUDIES:

- Science

Wyoming does not use a composite degree in Science.

- Social Studies

Wyoming is currently using a composite degree in Social studies.

- Credit requirements are set by the IHE.
- Will continue after July 2006.

MIDDLE SCHOOL

- Grades making up middle school:
5-8

- Teacher qualifications for middle school now
 - Must have either
 - Current teacher certification
 - A minimum of 12 college credit hours of education classes which include a knowledge base of educational history and philosophies, developmental theories, lesson planning, classroom management and educational reform
 - Consent of instructor
 - Prerequisites:
 - Middle School I: Youth Development
 - Middle School II: The Role of the Middle School Student
 - Program prerequisites apply
 - Middle School I can be taken concurrently with Middle School II. However, Middle School II CANNOT be taken before Middle School I. The classes are sequential.

- Middle School I and II are prerequisites to the Middle School classes III (The Role of the Teacher in the Middle School Structure) and IV (Teaching in the Middle School).
 - Class Sequence:
 - Middle School classes I and II may be taken concurrently
 - Middle School classes III and IV may be taken concurrently
- Teacher qualifications for middle school in July 2006

No change.

STUDENT TEACHING REQUIREMENTS

- Number of weeks required

Minimum of 8 weeks required
- Minimum grade point average

No minimum GPA Required

NO CHILD LEFT BEHIND:

- Definition of highly qualified

Wyoming is using the NCLB definition of highly qualified.
- Requirements for veteran teachers
 - When used with respect to any public elementary school or secondary school teacher teaching in a State, means that:
 - The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
 - The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
 - When used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and:
 - Has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

- Demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that:
 - Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - Is made available to the public upon request; and
 - May involve multiple, objective measures of teacher competency.

➤ Requirements for new teachers

- When used with respect to:
 - An elementary school teacher who is new to the profession, means that the teacher:
 - Holds at least a bachelor's degree; and
 - Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum.
 - A middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
 - Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
 - Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an

undergraduate academic major, or advanced certification or credentialing.

➤ Rural Flexibility Rule (What's being done?)

Teachers in rural districts have three years to become highly qualified in additional subjects as long as they are highly qualified in at least one subject. New teachers have until their third year of teaching to meet the same standards.

➤ Portfolios

In 1992 the Wyoming State Board of Education approved portfolio certification based upon verified skills and competencies — no matter by what means skills and competencies are obtained. Thus, an individual has the option of presenting a portfolio that documents his/her unique means of meeting the knowledge, skills, and competencies required for certification of educators.

The PTSB adopted procedures in 1997 for evaluating portfolios and awarding certificates via this alternative route. The portfolio certification method allows the PTSB to certify teachers based upon professional, educational, and life experiences. A portfolio is a collection of documented evidence that shows an applicant's lifetime of activities and verifies how these activities meet Wyoming certification standards. The portfolio certification process is an alternative way (not a short cut) to obtain a standard teaching certificate or add an endorsement area to a current Wyoming teaching certificate.

All portfolio certification applicants must:

- Have a bachelor's degree from a regionally accredited institution, and
- Meet the same performance standards for certification as applicants from traditional programs.

How, when, and where the applicant's training occurs, and the length of that training, may differ from traditional program applicants.

➤ Use of term "major equivalency"

In Wyoming, the term major equivalency is 24 semester hours, which is equivalent to a second major.

NATIONAL BOARD-PAYING A STIPEND

The state of Wyoming has signed the 2000-2005 NASDTEC Interstate Contract and will award their highest level certificate to any person who has obtained National Board Certification in an area corresponding to that for which certification is sought, provided the applicant also holds a comparable and valid

certificate issued by any member state and has complied with any requirements of the receiving state regarding degrees held, citizenship, and moral, ethical, physical, and mental fitness.

Legislation provides reimbursement of the fee for up to 50 teachers upon receiving national certification (NBPTS and equivalent national associations). These teachers must agree to mentor future National Board Certification candidates. Additionally, Wyoming grants certification renewal credits to National Board Certified Teachers.

➤ INCENTIVES BY DISTRICT

CAMPBELL COUNTY DISTRICT #1: The district (Gillette) pays one-half of the application and awards an annual \$3,500 salary increase for teachers achieving National Board Certification.

LARAMIE COUNTY DISTRICT #1: The Laramie County District #1(Cheyenne) will award an annual \$2,000 salary supplement to teachers certified by the National Board for the life of the certificate

NATRONA COUNTY DISTRICT #1: The district (Casper) will reimburse the fee upon completion of the NBC process. Once certification is achieved, the district offers three choices: either 5% of base salary for the length of employment with the district; \$1,500 annual increase for 10 years or a one-time \$5,000 payment.

PARK COUNTY DISTRICT #1: Park County (Powell) offers to teachers, upon certification, an annual \$3,000 increase for the life of the certificate.

SUBLETTE DISTRICT #1: The District (Pinedale) will pay a maximum of \$2,000 toward the fee, including retake exercises. Upon certification, the individual will receive a one-time payment of \$2,000.

SWEETWATER COUNTY DISTRICT #1: Sweetwater County School District #1 (Rock Springs) offers an increase in salary to the Doctorate level pay scale for the life of the certificate if employed in the area that corresponds to their National Board Certificate.

SWEETWATER COUNTY DISTRICT #2: Sweetwater County School District #2 will reimburse the \$2,000 fee. Teachers earning National Board Certification will advance one step on the salary scale.

UINTA COUNTYCOUNTY DISTRICT #6: Uinta County (Lyman) pays 50% of the candidate's \$500 responsibility for the fee. Upon completion, a teacher will receive an annual \$2,500 increase for the life of the certificate.

WESTON COUNTY DISTRICT #1: Weston County (Newcastle) may grant a one-time \$3,000 bonus for teachers certified by the National Board.

NEW TEACHER SUPPORT SYSTEM (MENTORING):

Wyoming currently does not have a state teacher mentor program.

TEACHING STANDARDS

The teacher standards for Wyoming can be found at:

http://soswy.state.wy.us/Rule_Search_Main.asp

Chapter 3, Section 5

Chapter 4, Section 3

Chapter 5

Chapter 6

Refer to the state Teacher Standards Matrix on page for an overview of the findings.

State Contacts

Professional Teaching Standards Board

1920 Thomes Ave.

Suite 400

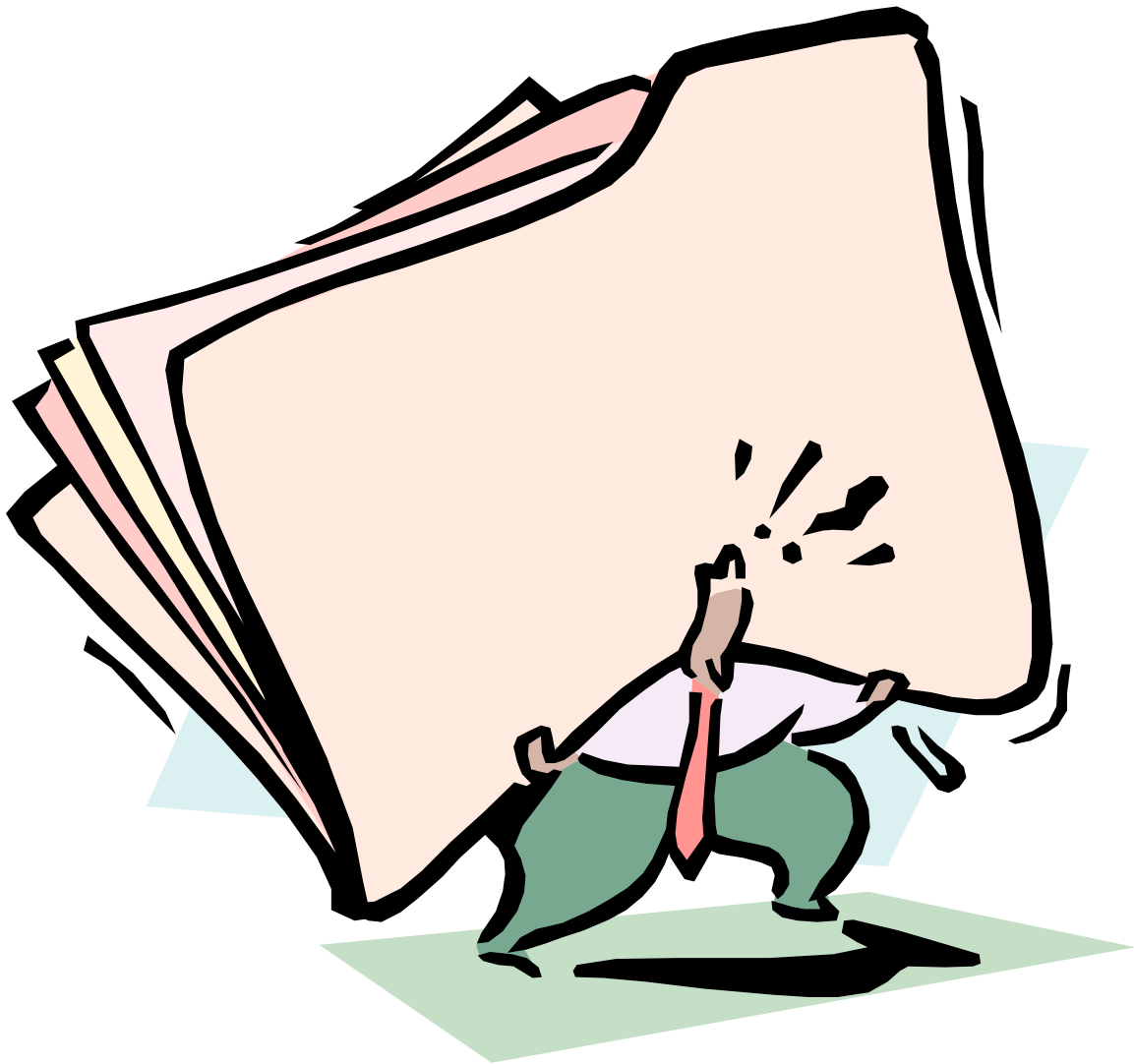
Cheyenne, WY 82002

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Member Web Site - <http://ptsb.state.wy.us>

Email - LSTOWE@state.wy.us

Appendices



AK-Appendix-A
Definition of Highly Qualified Teachers

Alaska

A. Definition of Highly Qualified Teachers

Each district must ensure that a teacher employed by the district is highly qualified if the teacher

(1) teaches a core academic subject after the start of the 2006-07 school year; or
(2) was hired after the effective date of this regulation and teaches a core academic subject in a school that receives funding under 20 U.S.C. 6301-6339 (Part A of Title I of the Elementary and Secondary Education Act).

(b) An elementary school teacher is highly qualified if the teacher holds a valid teaching certificate issued under AS 14.20.015, AS 14.20.017, AS 14.20.020, or AS 14.20.022 and

- (1) was employed as a teacher before July 1, 2002, teaches kindergarten, first, second, or third grade, and has obtained National Board certification as an early childhood generalist;
- (2) was employed as a teacher before July 1, 2002, teaches third, fourth, fifth, or sixth grade, and has obtained National Board certification as a middle childhood generalist;
- (3) taught elementary school in another state, was designated as highly qualified to teach elementary school by that state, and the designation was never revoked or withdrawn;
- (4) meets the objective uniform standard described in 4 AAC 04.212(a) for a highly qualified elementary school teacher, if applicable; or
- (5) has achieved the required score or higher on one of the Praxis II examinations described in the following table:

| Praxis II Examination | Required Score |
|---|----------------|
| Elementary Education Content Knowledge – 0014 | 143 |
| Elementary Education, Curriculum, Instruction and Assessment – 0011 | 156 |
| Multiple Subject Assessments for Teachers Content Knowledge – 0140 | 146 |

(c) A Middle School teacher who holds a valid teaching certificate issued under AS 14.20.015, AS 14.20.017, AS 14.20.020, or AS 14.20.022, and

- (1) has achieved a score of 140 or higher on the Praxis II Examination called “Middle School Content Knowledge – 0146” is highly qualified to teach
 - (A) sixth grade; and
 - (B) seventh and eighth grades, if the teacher teaches each of the core academic subjects of English, reading or language arts, mathematics, science, and history in that grade at the middle school; or

AK-Appendix-A
Definition of Highly Qualified Teachers

(2) has obtained National Board Certification as an early adolescent generalist, is highly qualified to teach

(A) sixth grade; and

(B) seventh and eighth grades, if the teacher teaches each of the core academic subjects of English, reading or language arts, mathematics, science, and history in that grade at the middle school.

(d) A high school or middle school teacher is highly qualified to teach a core academic subject in a high school or middle school if the teacher holds a valid teaching certificate issued under AS 14.20.015, AS 14.20.017, AS 14.20.020, or AS 14.20.022 and

(1) has a bachelor's or graduate degree in that subject;

(2) has 30 semester hours or equivalent in that subject from regionally accredited institutions of higher education;

(3) has National Board certification in that subject;

(4) taught that subject in middle or high school in another state, was designated as highly qualified to teach that subject in middle or high school by that state, and the designation was never revoked or withdrawn;

(5) meets the objective uniform standard described in 4 AAC 04.212(b) for a highly qualified middle or high school teacher in that subject, if applicable;

(6) if a middle school teacher, has achieved the required score or higher on the Praxis II examination for that subject described in the following table:

| Praxis II Examination | Required Score |
|--|----------------|
| Middle School English Language Arts – 0049 | 154 |
| Middle School Mathematics – 0069 | 145 |
| Middle School Science – 0439 | 136 |
| Middle School Social Studies – 0089 | 147 |

or

(7) if a middle or high school teacher, has achieved the required score or higher on the Praxis II examination for that subject described in the following table:

| Praxis II Examination | Required Score |
|------------------------------|----------------|
| Art Content Knowledge – 0133 | 155 |

AK-Appendix-A
Definition of Highly Qualified Teachers

| | |
|---|-------------|
| Biology Content Knowledge – 0235 | 139 |
| Chemistry Content Knowledge – 0245 | 139 |
| Earth Science Content Knowledge – 0571 | 144 |
| Economics – 0910 | 460 |
| English Content Knowledge – 0041 | 158 |
| French Content Knowledge – 0173 | 157 |
| General Science Content Knowledge – 0435 | 149 |
| General Science Content | Part 1: 146 |
| Knowledge, Part 1 – 0431 and Part 2 – 0432 | Part 2: 138 |
| Geography – 0920 | 590 |
| German Content Knowledge – 0181 | 158 |
| Government/Political Science – 0930 | 610 |
| Math Content Knowledge – 0061 | 119 |
| Music Content Knowledge – 0113 | 148 |
| Physical Science Content Knowledge – 0481 | 145 |
| Physics Content Knowledge – 0265 | 129 |
| Social Studies Content Knowledge – 0081 | 150 |
| Spanish – 0191 | 152 |
| Speech Communication – 0220 | 560 |
| Theatre – 0640 | 560 |
| World and U.S. History – 0940 | 440 |

(e) A district may not consider highly qualified a teacher holding a certificate issued under AS 14.20.015 unless the district ensures that

(1) the teacher meets all of the requirements for a certificate under AS 14.20.020;

or

(2) the teacher is receiving high-quality professional development that will enable the teacher to achieve certification under AS 14.20.020 within three years after the teacher was issued a certificate under AS 14.20.015.

(f) A district may not consider highly qualified a teacher holding an emergency certificate issued under AS 14.20.020(b)(2).

(g) The designation of a teacher as “highly qualified” under this section is for purposes of compliance with 20 U.S.C 6301-7941 (No Child Left Behind Act). Nothing

AK-Appendix-A
Definition of Highly Qualified Teachers

in this section prevents or impedes the Department, the Professional Teaching Practices Commission, or a district from taking any action authorized by law, including the use of other criteria for the evaluation of the ability, competence, or skill of a teacher.

(h) In this section,

(1) “core academic subject” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, music, theater, art, history, social studies, and geography;

(2) “National Board certification” means certification in an area of teaching by the National Board for Professional Teaching Standards.

Source: www.eed.state.ak.us/regs/

AZ – Appendix A
HOUSSE RUBRIC

| Years of Experience Teaching in the Content Area | College Coursework in the Content Area | Professional Development and Activities related to the Content Area | Service related to the Content Area | Awards, Presentations, Publications related to the Content Area |
|--|---|---|---|--|
| <ul style="list-style-type: none"> • Elementary level includes teaching experience in an elementary classroom • Middle and High School level includes teaching experience in the content area being taught | <p>Must be specific to content area being taught:</p> <p><u>Elementary:</u></p> <ul style="list-style-type: none"> • Course work in the elementary content areas • Methods courses in the elementary content areas (9 credit hours only) • Course work in child development (3 credit hours only) | <p>Must be specific to the content area (list is not inclusive):</p> <ul style="list-style-type: none"> • Served on a committee that developed, selected or evaluated academic standards • Served on a committee that developed, selected or evaluated professional teaching standards • Served on a committee that developed, selected or evaluated curriculum • Served on a committee that aligned local academic standards with state standards | <p>Must be specific to the content area:</p> <ul style="list-style-type: none"> • Chair/team leader • Mentor teacher • Cooperating teacher for student teacher • Leadership position in a regional, state, or national professional organization | <p>Must be specific to the content area:</p> <ul style="list-style-type: none"> • Recipient of a State or National Award • Presentations at regional, state or national professional organization meetings • Article in regional, state, or national journal |

AZ – Appendix A
HOUSSE RUBRIC

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Served on a committee that developed, validated or evaluated academic assessments | <ul style="list-style-type: none"> • Instructor at an Institute of Higher Ed. in course related to the content area |
| <p><u>Middle School:</u></p> <ul style="list-style-type: none"> • Content area courses <i>(Maximum of 3 credit hours in each of the following areas):</i> ▫ Methods courses related to core academic content area ▫ Early adolescent psychology ▫ Middle School curriculum <p><u>High School:</u></p> <ul style="list-style-type: none"> • Content area coursework as identified in the Arizona Academic Standards: | <ul style="list-style-type: none"> • Participated in regional, state or national professional conferences/ seminars/ workshops • Participated in district approved professional development activities in content area • Completed all assessments for National Board Certification (20 points) | <ul style="list-style-type: none"> • Presentations at the school/ district level in areas related to the content area |

AZ – Appendix A
HOUSSE RUBRIC

| | | | | |
|-----------------------------|--|---|--|----------------------------------|
| | <ul style="list-style-type: none"> ▫ Language Arts (reading & English) ▫ Mathematics ▫ Science ▫ Social Studies ▫ Foreign Languages ▫ The Arts (see Glossary) <p><u>Special Education:</u></p> <ul style="list-style-type: none"> • Course work in the special education content areas • Methods courses in the special education content areas (9 credit hours only) • Course work in child development (3 credit hours only) | | | |
| 10 points per year. | | 5 points per documented activity (within the past 10 years) | 5 points per year per documented service | 5 points per documented activity |
| Maximum=50 points. | 4 points per credit hour | | Maximum =30 pts. | Maximum=30 points |
| <u># Years:</u> | <u># Sem. Cr. Hrs.:</u> | <u># Activities:</u> | <u># Services:</u> | <u># Activities:</u> |
| <u>TOTAL Points:</u> | <u>TOTAL Points:</u> | <u>TOTAL Points:</u> | <u>TOTAL Points:</u> | <u>TOTAL Points:</u> |

AZ – Appendix A
HOUSSE RUBRIC

A score of 100+ points = Highly Qualified

GRAND TOTAL:

CA – Appendix A
California HOUSSE GUIDELINES

California

Elementary HOUSSE Text California's HOUSSE is still under development.

CALIFORNIA HOUSSE – PART 1

Assessment of Qualifications and Experience

(Note: Part 2 is only required if more points are necessary to reach a total of 100.)

PRIOR EXPERIENCE IN ASSIGNED AREA

Experience in accredited schools in core area - 10 pts per school year (Five years maximum)

CORE ACADEMIC COURSEWORK IN ASSIGNED AREA

1. Completed 18 semester units in each of four core areas: 1) Reading/ Language Arts, 2) Mathematics and Science, 3) History and Social Sciences and 4) the Arts. - 50 pts, or
2. Completed a CCTC approved Liberal Studies Waiver Program - 50 pts, or
3. National Board Certification in grade span - 60 pts, or
4. Completed an advanced degree in teaching, curriculum instruction, or assessment in core academic area [e.g., MAT/MEd/MA/MS] - 60 pts

STANDARDS ALIGNED PROFESSIONAL DEVELOPMENT IN ASSIGNED AREA

Standards Aligned Professional Development (20 hrs = 5 pts, 40 hrs = 10 pts, within last six years)

- * Reading and Mathematics Professional Development Program (AB466 Training)
- * Beginning Teacher Support and Assessment (BTSA) Programs
- * Participate, but not yet certified, in National Board Certification program.

NOTE: This list is not exhaustive. Professional development activities that are used for the HOUSSE evaluation must be activities that increase teachers' knowledge of core academic subjects, are standards-aligned, sustained, intensive and classroom-focused and are not 1-day or short-term workshops or conferences. NCLB requires that the list of professional development activities is available to the public.

LEADERSHIP AND SERVICE TO THE PROFESSION IN ASSIGNED AREA

Service and leadership roles within Core academic content area 1 yr = 30 pts, 2 yr = 60 pts, 3 yrs = 90 pts

CA – Appendix A
California HOUSSE GUIDELINES

* Mentor, Academic Curriculum Coach, Supervising Teacher, College / University instructor in content area/content methodology, BTSA Support Provider, Department Chair, National / State Recognition as "Outstanding Educator" in Content Area

NOTE: This list is not exhaustive. NCLB requires that the list of qualified service and leadership activities is available to the public.

CALIFORNIA HOUSSE – PART 2
Assessment of Current Qualifications through Classroom Observation and/or Portfolio Development

DIRECT OBSERVATION OR PORTFOLIO ASSESSMENT

Completion of successful observations (20 points each) 1 observation = 20 pts, 2 observations = 40 pts

Completion of successful portfolio assessment = 100 Points. (No partial credit)

This review of evidence and observation form may be used to complete PART 2. Sufficient evidence must be presented to indicate that a teacher has demonstrated competence in the K-12 content standards pertaining to the teacher assignment and has met California Standards for the Teaching Profession 3 and 5.1:

Standard Three: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter content and student development

3.2 Organizing curriculum to support student understanding of subject matter

3.3 Interrelating ideas and information within and across subject matter areas

3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter

3.5 Using materials, resources, and technologies to make subject matter accessible to students

Standard Five: Assessing Students Learning.

5.1 Establishing and communicating learning goals for all students

Source: California Board of Education

<http://www.cde.ca.gov/regulations/nclbhoussef12ro.pdf>,

<http://www.cde.ca.gov/regulations/nclbhoussef12ro.pdf>

Elementary HOUSSE Status

* Under Development

Middle School HOUSSE Text development.

California's HOUSSE is still under

CALIFORNIA HOUSSE – PART 1

Assessment of Qualifications and Experience

(Note: Part 2 is only required if more points are necessary to reach a total of 100.)

PRIOR EXPERIENCE IN ASSIGNED AREA

Experience in accredited schools in core area - 10 pts per school year (Five years maximum)

CORE ACADEMIC COURSEWORK IN ASSIGNED AREA

1. Completed CCTC-Supplementary Authorization – 50 pts., or
2. Completed 15-21 Units of Core – 30 pts., or
3. Completed 22-30 Units of Core – 50 pts., or
4. Completed an advanced degree in teaching/curriculum/assessment in core academic area {e.g., MAT/MEd/MA/MS} – 60 pts.

STANDARDS ALIGNED PROFESSIONAL DEVELOPMENT IN ASSIGNED AREA

Standards Aligned Professional Development (20 hrs = 5 pts, 40 hrs = 10 pts, within last six years)

- * Reading and Mathematics Professional Development Program (AB466 Training)
- * Beginning Teacher Support and Assessment (BTSA) Programs
- * Participate, but not yet certified, in National Board Certification program.

NOTE: This list is not exhaustive. Professional development activities that are used for the HOUSSE evaluation must be activities that increase teachers' knowledge of core academic subjects, are standards-aligned, sustained, intensive and classroom-focused and are not 1-day or short-term workshops or conferences. NCLB requires that the list of professional development activities is available to the public.

LEADERSHIP AND SERVICE TO THE PROFESSION IN ASSIGNED AREA

Service and leadership roles within Core academic content area 1 yr = 30 pts, 2 yr = 60 pts, 3 yrs = 90 pts

- * Mentor, Academic Curriculum Coach, Supervising Teacher, College / University instructor in content area/content methodology, BTSA Support Provider, Department Chair, National / State Recognition as "Outstanding Educator" in Content Area

NOTE: This list is not exhaustive. NCLB requires that the list of qualified service and leadership activities is available to the public.

CALIFORNIA HOUSSE – PART 2
Assessment of Current Qualifications through Classroom Observation and/or Portfolio Development

DIRECT OBSERVATION OR PORTFOLIO ASSESSMENT

Completion of successful observations (20 points each) 1 observation = 20 pts, 2 observations = 40 pts

Completion of successful portfolio assessment = 100 Points. (No partial credit)

This review of evidence and observation form may be used to complete PART 2. Sufficient evidence must be presented to indicate that a teacher has demonstrated competence in the K-12 content standards pertaining to the teacher assignment and has met California Standards for the Teaching Profession 3 and 5.1:

Standard Three: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter content and student development

3.2 Organizing curriculum to support student understanding of subject matter

3.3 Interrelating ideas and information within and across subject matter areas

3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter

3.5 Using materials, resources, and technologies to make subject matter accessible to students

Standard Five: Assessing Students Learning.

5.1 Establishing and communicating learning goals for all students

Source: California Board of Education

<http://www.cde.ca.gov/regulations/nclbhousssef12ro.pdf>,

<http://www.cde.ca.gov/regulations/nclbhousssef12ro.pdf>

Middle School HOUSSE Status

* Under Development

Secondary HOUSSE Text California's HOUSSE is still under development.

CALIFORNIA HOUSSE – PART 1
Assessment of Qualifications and Experience

(Note: Part 2 is only required if more points are necessary to reach a total of 100.)

PRIOR EXPERIENCE IN ASSIGNED AREA

Experience in accredited schools in core area - 10 pts per school year (Five years maximum)

CA – Appendix A
California HOUSSE GUIDELINES

CORE ACADEMIC COURSEWORK IN ASSIGNED AREA

1. Completed CCTC-Supplementary Authorization – 50 pts., or
2. Completed 15-21 Units of Core – 30 pts., or
3. Completed 22-30 Units of Core – 50 pts., or
4. Completed an advanced degree in teaching/curriculum/assessment in core academic area {e.g., MAT/MEd/MA/MS} – 60 pts.

STANDARDS ALIGNED PROFESSIONAL DEVELOPMENT IN ASSIGNED AREA

Standards Aligned Professional Development (20 hrs = 5 pts, 40 hrs = 10 pts, within last six years)

- * Reading and Mathematics Professional Development Program (AB466 Training)
- * Beginning Teacher Support and Assessment (BTSA) Programs
- * Participate, but not yet certified, in National Board Certification program.

NOTE: This list is not exhaustive. Professional development activities that are used for the HOUSSE evaluation must be activities that increase teachers' knowledge of core academic subjects, are standards-aligned, sustained, intensive and classroom-focused and are not 1-day or short-term workshops or conferences. NCLB requires that the list of professional development activities is available to the public.

LEADERSHIP AND SERVICE TO THE PROFESSION IN ASSIGNED AREA

Service and leadership roles within Core academic content area 1 yr = 30 pts, 2 yr = 60 pts, 3 yrs = 90 pts

- * Mentor, Academic Curriculum Coach, Supervising Teacher, College / University instructor in content area/content methodology, BTSA Support Provider, Department Chair, National / State Recognition as "Outstanding Educator" in Content Area

NOTE: This list is not exhaustive. NCLB requires that the list of qualified service and leadership activities is available to the public.

CALIFORNIA HOUSSE – PART 2

Assessment of Current Qualifications through Classroom Observation and/or Portfolio Development

DIRECT OBSERVATION OR PORTFOLIO ASSESSMENT

Completion of successful observations (20 points each) 1 observation = 20 pts, 2 observations = 40 pts

CA – Appendix A
California HOUSSE GUIDELINES

Completion of successful portfolio assessment = 100 Points. (No partial credit)

This review of evidence and observation form may be used to complete PART 2. Sufficient evidence must be presented to indicate that a teacher has demonstrated competence in the K-12 content standards pertaining to the teacher assignment and has met California Standards for the Teaching Profession 3 and 5.1:

Standard Three: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter content and student development

3.2 Organizing curriculum to support student understanding of subject matter

3.3 Interrelating ideas and information within and across subject matter areas

3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter

3.5 Using materials, resources, and technologies to make subject matter accessible to students

Standard Five: Assessing Students Learning.

5.1 Establishing and communicating learning goals for all students

Source: California Board of Education

<http://www.cde.ca.gov/regulations/nclbhoussef12ro.pdf>,

<http://www.cde.ca.gov/regulations/nclbhoussef12ro.pdf>

MI-Appendix-A
Michigan Definition of Highly Qualified Teacher

Michigan

A. Highly Qualified Teachers -- Elementary Level

1. A highly qualified teacher at the elementary level who is new to the profession must hold at least a bachelor's degree, and full state certification including passage of the Michigan Test for Teacher Certification (MTTC) basic skills test and the comprehensive elementary examination. New elementary teachers who are assigned to teach specific content area(s) in grades 6-8 must pass the appropriate MTTC subject area examination as required by Section 1531 of the Michigan Revised School Code.

2. A highly qualified teacher at the elementary level who is not new to the profession and was issued a Michigan teaching certificate prior to implementation of the MTTC (the MTTC was fully implemented in 1992); in addition to holding at least a bachelor's degree and full state certification, each teacher will need to provide evidence of meeting one of the following options:
 - Passage of the MTTC general elementary examination and any subject area examinations for which the teacher is endorsed and is, or will be, teaching in grades 6-8. Individuals who hold the old K-8 "all subjects" (no longer issued after September 1, 1988) designation on their elementary teaching certificates may elect to take and pass the MTTC subject area examination for each subject that he/she is assigned to teach in grades 6-8 if they do not hold a major in the subject, OR
 - A graduate degree or coursework that is equivalent to an undergraduate major in any subject area directly related to elementary teaching, OR
 - Achieve National Board Certification or credentialing in any subjects(s) at an appropriate developmental level(s), OR
 - The following high objective uniform state standard of evaluation (HOUSE):
 1. Have at least 3 years of teaching experience at the elementary level and have completed, since the issuance of the Provisional teaching certificate, a minimum of 18 semester credit hours in a planned standards-based SBE-approved endorsement program or a master's or higher degree in an area appropriate for elementary education, OR

MI-Appendix-A
Michigan Definition of Highly Qualified Teacher

2. Have at least 3 years of teaching experience and, before the end of the 2005-06 school year, have completed an individual professional development plan approved by the local school improvement team, including completion of professional development activities that are aligned with the state professional development standards and consisting of at least 90 contact hours or 6 semester hours of coursework in a standards-based (in accordance with the SBE-approved standards that are aligned with the applicable Michigan Curriculum Frameworks) subject/content subject area program related to the current teaching assignment, and documented with the local district on a form approved by the MDE (Attachment 1), OR
3. Demonstrate competence of subject matter knowledge and teaching skills using a standards-based performance assessment reflecting the entry-level standards for Michigan teachers approved by the State Board of Education. The performance assessment must be conducted by a local professional development review team/school improvement team and may include classroom observation, and/or videotaped lessons, and/or an individual portfolio using the Michigan content area portfolio guidelines. The performance assessment plan, standards, and evaluation instrument must be submitted to the Michigan Department of Education for approval prior to implementation.

Note: Each teacher will be responsible for selecting one of the above options as a procedure to meet the NCLB highly qualified requirement by the end of the 2005-06 school year.

B. Highly Qualified Teacher -- Middle and Secondary Level

1. A highly qualified teacher at the middle and secondary levels (grades 7-12) who is new to the profession must hold at least a bachelor's degree and full state certification, including passage of the MTTC basic skills test and subject area major and minor examinations, as required by Section 1531 of the Michigan Revised School Code.
2. A highly qualified teacher at the middle and secondary level who is not new to the profession and was issued a Michigan teaching certificate prior to implementation of the MTTC; in addition to holding at least a bachelor's degree and full state certification, each teacher will need to provide evidence of meeting one of the following options for each subject in which he/she teaches:

MI-Appendix-A
Michigan Definition of Highly Qualified Teacher

- The MTTC subject area examinations (other than those in which the teacher holds a subject area major) for which the teacher is endorsed and is, or will be, teaching in grades 7-12. Individuals who hold the old 7-8 “all subjects” (no longer issued after September 1, 1988) designation on their secondary teaching certificates may elect to take and pass the MTTC subject area examination for each subject that he/she is assigned to teach in grades 7-8 if they do not hold a major in the subject(s), OR
- A graduate degree or coursework that is equivalent to an undergraduate major in the teaching field, OR
- Achieve National Board Certification or credentialing in the subjects(s) at an appropriate developmental level(s) that he/she teaches, OR
- The following high objective uniform state standard of evaluation (HOUSE):
 1. Have at least 3 years of teaching experience at the secondary level and have completed, since the issuance of the Provisional teaching certificate, a minimum of 18 semester credit hours in a planned standards-based SBE-approved endorsement program or a master’s or higher degree in an area appropriate for secondary education, OR
 2. Have at least 3 years of teaching experience and, before the end of the 2005-06 school year, have completed an individual professional development plan approved by the local school improvement team, including completion of professional development activities that are aligned with the state professional development standards and consisting of at least 90 contact hours or 6 semester hours of coursework in a standards-based (in accordance with the SBE-approved standards that are aligned with the applicable Michigan Curriculum Frameworks) subject/content subject area program related to the current teaching assignment, and documented with the local district on a form approved by the MDE (Attachment 1), OR
 3. Demonstrate competence of subject matter knowledge and teaching skills using a standards-based performance assessment reflecting the Entry-Level Standards for Michigan Teachers approved by the State Board of Education. The performance assessment must be conducted by a local professional development review team/school improvement team and may include classroom observation, and/or videotaped lessons, and/or an individual portfolio using the Michigan content area portfolio guidelines. The performance assessment plan, standards, and evaluation instrument must be submitted to the Michigan Department of Education for approval prior to implementation.

Source: www.michigan.gov/mde

NC-Appendix-A
North Carolina HOUSSE

North Carolina

NC HOUSSE

The NC HOUSSE is available for two categories of veteran teachers: 1) those with a NC license in their core subject area, but without credentials that meet “Highly Qualified” standards, and 2) those who do not have a NC license to teach in their core subject area, but have a full NC license to teach in another subject area.

To be eligible to take the NC HOUSSE, teachers licensed to teach in their core subject area, but lacking “Highly Qualified” credentials must have taught in their core subject area with a NC or equivalent license from another state, full time for not less than six successive calendar months in one district, charter school or non-public institution.

Veteran teachers who do not have a NC license to teach in their core subject area must hold a full NC license in another teaching area and have successfully taught for a minimum of three years (at least one of which must be in a NC school system, charter school, or non-public institution) in the subject area in which they are seeking licensure to be eligible to take the NC HOUSSE. Upon successful completion of the NC HOUSSE, such teachers will be designated “Highly Qualified” in the area and be issued a full NC license in the area.

To establish competency in a core subject area by utilizing the NC HOUSSE:

- ALL content standards must be met. (A teacher must be judged to have met 80 percent of content indicators with an indication of evidence[s] used for making judgments.)
- A teacher must receive a satisfactory rating on the district’s validated performance evaluation.
- A trained evaluator who is “Highly Qualified” in the license area assessed must administer the evaluation.

Source: www.dpi.state.nc.us

NJ – Appendix-A
ALTERNATE METHODS

TITLE Provisional Teacher Program

HISTORY

Adopted by the State Board of Education in Sept. 1984.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED

All, except special education, English as a Second Language, and Bilingual Education.

WHO OPERATES

LEAs, supported by colleges of education that are providing formal instruction, with coordination and authority provided by the State Department of Education.

REQUIREMENTS TO ENTER

To be eligible for employment in the Provisional Teacher Program, applicants must present completion of the following

1. Bachelor's degree from an accredited institution.
2. For secondary candidates: a major in the subject teaching field (e.g. English, mathematics); For elementary candidates: a major in the liberal arts or sciences.
3. Test requirement -- Applicants for certification in a subject teaching field must pass the appropriate Praxis II Subject Assessment/NTE Programs Specialty Area tests. Applicants for certification in elementary education must pass the NTE General Knowledge test of the Core Battery. Candidates in the following subject teaching fields available through the Alternate Route are exempt from the test requirement: foreign languages other than French, German, and Spanish; earth science; health education; psychology; and vocational education.
4. Cumulative grade point average (GPA) requirement of 2.5 or higher on a 4.0 scale. Candidates graduating on or after Sept. 1, 2004, will be required to hold a GPA of 2.75 or higher.

Upon completion of the above requirements, a candidate receives a Certificate of Eligibility, which provides the opportunity to seek employment through the Provisional Teacher Program.

When offered employment, applicants are advised of documents required before a provisional license can be issued. A provisional license is required to legalize employment during the 34-week Provisional Teacher Program.

PROGRAM DESCRIPTION

Provisional teachers attend a program of formal instruction that takes place concurrently with employment during the first year. This instruction supplements a program of on-the-job mentoring, support, and evaluation, aimed at developing and documenting the teacher's instructional competency. Formal instruction consists of approximately 200 hours of study in essential professional knowledge and skills. It is presented after school and/or on Saturdays at a district-operated or state-operated training center.

NJ – Appendix-A
ALTERNATE METHODS

Mentoring is arranged by the local district and provided by an experienced mentor teacher. Other professionals, as determined by the district, may also participate.

After successful completion of the program, provisional teachers are eligible to be recommended for standard licensure in the teaching area(s) listed in the Certificate of Eligibility. Certificates are issued in subject teaching fields (N-12) and elementary education (N-8).

NO. OF CREDIT HOURS TO COMPLETE

Approximately 200 clock hours of instruction and 34 weeks of full-time classroom competency development.

WHO EVALUATES

Evaluations are conducted by the school principal or administrative designee. The teacher is evaluated on at least three occasions during the initial year. The first two evaluations are used to aid the teacher's development. The third and final evaluation is conducted after the provisional teacher has completed 34 weeks of full-time teaching. This last evaluation will contain the principal's recommendation regarding licensure.

Recommendations for standard licensure are made by the principal (on forms provided by the New Jersey Department of Education), and are submitted for final action to the State Board of Examiners.

LENGTH OF TIME

34 weeks of full-time employment.

TITLE College-based Alternative Route to Teaching in New Jersey

HISTORY

New Jersey began its conventional Alternate Route program in 1985. In 2003, with the intent of providing increased opportunity and recruiting greater numbers of teaching candidates,

GRADE LEVELS AND/OR SUBJECT AREAS COVERED

Elementary Education K-8

Secondary Content Area K-12

English – Math – Social Studies – Modern Language

Physical Science (Chemistry or Physics major) – Biology – Earth Science

WHO OPERATES

New Jersey City University in partnership with New Jersey Community Colleges (New Pathways to Teaching in New Jersey - NPTNJ) and Richard Stockton College (Summer to Summer Program).

REQUIREMENTS TO ENTER

To be eligible for the College-based Alternative Route to Teaching in New Jersey, applicants must present completion of the following:

NJ – Appendix-A
ALTERNATE METHODS

1. 2.75 undergraduate GPA and appropriate undergraduate major.
2. Passing score on Praxis II.
3. Promise of Employment.

PROGRAM DESCRIPTION

Both NPTNJ and Richard Stockton’s program began in July, 2003 with a pre-service experience that included field work. In this way, candidates received hands on experience before entering their own classrooms in September. As with the conventional Alternate Route, candidates were required to have a thirty week mentor (assigned by the district) and three evaluations during the first year. Coursework will continue throughout the academic year and end with a brief capstone experience in summer II involving analysis and reflection.

Before beginning the program, candidates elected to take the coursework for certification only or for graduate credits (15) that can be rolled over into a Masters of Arts in Teaching program.

The college-based program will move into year two beginning in July, 2004. Several other four-year institutions have expressed an interest and will be submitting proposals to the Department of Education within the next few months.

NO. OF CREDIT HOURS TO COMPLETE

200 hours for certification (200 hours = 15 graduate credits).

WHO EVALUATES - Colleges and The New Jersey Department of Education

LENGTH OF TIME – Eleven Months

MENTORING

1. In the event that no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional year of teaching in order to obtain standard certification shall be responsible for payment of mentoring fees during the provisional year.
2. All novice teachers whose positions require possession of instructional certificates (a) shall comply with the requirements of the local mentoring plan.

All district boards of education that employ novice teachers in positions requiring the possession of instructional certificates shall comply with the provisions of this subchapter and shall ensure the following:

1. That rigorous one-year mentoring is provided to novice teachers by developing a local mentor plan in which experienced teachers give confidential support and guidance to novice teachers in accordance with the Professional Standards for Teachers;
2. That the local mentor plan includes in-person contact between the mentor teacher and the novice teacher;
3. That the local Professional Development Committee established develops a local mentor plan; and
4. That the district board of education shall report annually the implementation of the local mentor plan in its Quality Assurance Annual Report.

©. The local Professional Development Committee shall ensure the development of a local mentor plan as follows:

1. The local Professional Development Committee in each district board of education shall develop a local mentor plan that includes:
 - i. Goals that at a minimum enhance teacher knowledge of and strategies related to the CCCS in order to facilitate student achievement; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist novice teachers in the performance of their duties and adjustment to the challenges of teaching;
 - ii. An application process for selecting mentor teachers;
 - iii. Criteria for mentor teacher selection;
 - iv. Provisions for comprehensive mentor training;
 - v. Identification of mentor teacher responsibilities;
 - vi. Logistics for mentor plan implementation;
 - vii. Consideration of collaborative arrangements with colleges and universities; and
 - viii. Provisions for the use of State funds.
2. The local Professional Development Committee shall submit the local mentor plan to the district board of education for approval.
3. After plan review, the district board of education shall submit the plan to the county superintendent who shall notify the Department of plan approval.

(d)The district board of education shall be responsible for the implementation of the local mentor plan through the following:

1. The plan shall provide criteria for selection of mentor teachers. At a minimum, the criteria shall include the following:

NJ – Appendix- B

- i. The district board of education may select a certified teacher with at least three years of experience who is actively teaching in the district or a retired teacher or administrator to serve as a mentor teacher. The district board of education shall provide training in current educational practices to the retired teachers or administrators;
- ii. The teacher is committed to the goals of the local mentor plan;
- iii. The teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship;
- iv. The teacher has demonstrated exemplary command of content area knowledge and of pedagogy;
- v. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible;
- vi. The teacher is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves;
- vii. The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher;
- viii. The teacher provides letters of recommendation as determined by the district mentor plan from those who are familiar with the mentor teacher applicant's work; and
- ix. The teacher agrees to complete a comprehensive mentor-training program.
 1. Annually, the district board of education shall submit a report on the effectiveness of the local mentor plan to the Department. The report, using data collected on a Department-developed form, shall include program impact on job satisfaction, adequacy of time and training and recommended program changes and additions.
 2. District boards of education shall align the mentor plan with the Professional Standards for Teachers no later than September 1, 2004.

(e) District boards of education shall be responsible for budgeting any State funds appropriated for the novice teacher-mentoring program.

1. Subject to the availability of funds, the Department shall appropriate State funds based on the number of novice teachers employed each year in a given public district board of education.
2. District boards of education shall ensure that State funds appropriated for this program shall supplement, and not supplant, any Federal, State or local funds already devoted to planning and implementing a novice teacher mentor program.
3. District boards of education shall ensure that State funds shall be used for one or more of the following:
 - i. Stipends for mentor teachers;
 - ii. The costs associated with release time;
 - iii. Substitutes for mentor teachers and novice teachers; and
 - iv. Professional development and training activities related to the program.

USED INTERNET RESOURCES

- American Federation of Teachers -> <http://www.aft.org/index.htm>
- Council of Chief State School Officials -> www.ccsso.org
- Council of State Governments -> <http://www.csg.org/>
- Education Commission of the States -> www.ecs.org
- Educational Testing Service -> www.ETS.org
- HOUSSE Data Base -> <http://mb2.ecs.org/reports/Report.aspx?id=197>
- HOUSSE 50 State Status Report -> <http://mb2.ecs.org/reports/Report.aspx?id=140>
- HOUSSE NCLB On-Line Database ->
http://www.ecs.org/html/educationissues/teachingquality/housse/housedb_intro.asp
- Mentoring Leadership & Resource Network ->
<http://www.mentors.net/03discussion/statewide.html>
- National Association of State Directors of Teacher Education & Certification ->
www.NASDTEC.org
- National Board for Professional Teaching Standards -> www.NBPTS.org
- National Board For Professional Teaching Standards State & Local Support Incentives ->
<http://www.nbpts.org/about/state.cfm>
- National Center For Alternative Education -> <http://www.teach-now.org/index.asp>
- National Center for Education Information -> www.ncei.com
- National Center For Educational Statistics ->
http://nces.ed.gov/programs/statereform/res/res_table3_twoa.asp
- National Council for Accreditation of Teacher Education -> <http://www.ncate.org/>
- National Education Association -> <http://NEA.org/>
- National Educator's Employment Network -> <http://www.teachersatwork.com/>
- National Science Teachers Association -> <http://www.nsta.org/>
- NCLB Database -> <http://nclb2.ecs.org/NCLBSURVEY/nclb.aspx?Target=SC>
- North Dakota Standards and Practices Board -> <http://www.state.nd.us/espb/>

Praxis Testing – State Information -> <http://www.ets.org/praxis/>

Praxis Test Scores -> ets.org/praxis/prxstate.html

Rural School and Community Trust (Flexibility) -> www.ruraledu.org

Teacher Certification Publications -> www.home.earthlink.net/~teachercertification

Title II of the Higher Education Act -> www.title2.org

U.S. Department of Education -> www.ed.gov

USDOE – NCLB -> <http://www.ed.gov/nclb/landing.html>

USDOE – NCLB Tool Kit For Teachers ->
http://www.ed.gov/teachers/nclbguide/toolkit_pg10.html

Links to each of the individual State Department websites may be found in the individual state reports.

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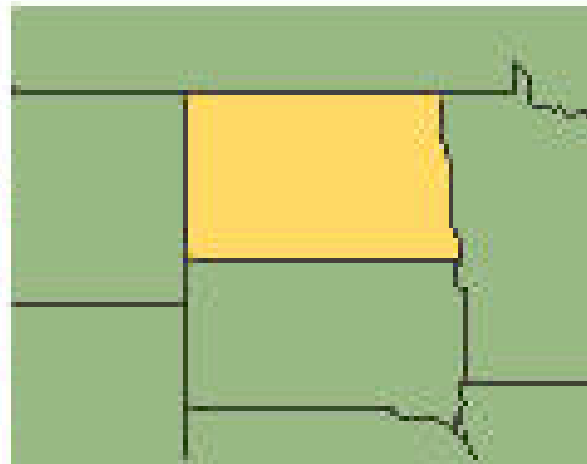
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Recommendations



for North Dakota



Recommendations and/or questions to consider

General:

1. Would it make more sense to incorporate endorsements (that meet NCLB requirements) rather than majors/major equivalencies/minors?
2. It seems that many states and institutions of higher education are moving more toward content and professional standards. Should ND be pursuing this and should standards be aligned with NCA recommendations?
3. A statewide determination of which grades constitute a middle school and how teachers should become certified to teach this area.
4. Do we want to require ND teachers to have a class in technology, special education, human relations?
5. Should there be national scores for the PRAXIS II so that all states require the same score for determination of highly qualified?
6. If we test in basic skills, content area, and pedagogy, are we making it too tough to get into education and/or stay in education?
7. Should we consider an alternative to the PRAXIS I such as the GRE, SAT, ACT, etc.
8. It would be beneficial to offer a one-year paid induction into teaching as an option to an unpaid student-teaching experience. Candidate would be free to choose. This may promote young teachers to stay in schools and in the state for a longer period of time.
9. How do we make it attractive for people not only to stay in ND to teach, but to leave another state to come to ND to teach?
 - Better salary?
 - One year paid induction to teaching?
 - Reciprocity?
 - Ways to prevent teacher turnover from rural to urban areas?

10. It would be beneficial to both educator and department to set up teacher renewal according to month of birth, much like a driver's license. Then renewals would be spread out over the year, not just in the summer months.
11. Ensure that higher education requirements are such that when candidates graduate from a North Dakota teacher prep program, they are considered highly qualified.
12. Would it be beneficial (and would it meet requirements) to offer composite degrees in other fields?
13. Should all teachers be required to take content-area tests, no matter years of experience, if they have never taken one? Or should years of experience determine highly qualified status?
14. If one has a master's in mathematics, is that teacher considered highly qualified to teach all areas of math? Science? Etc.
15. If this is the busiest time of the year to answer phone calls and respond to e-mails, should state officers budget for and hire a person to fill that need during the busy time. This could be added as a line item to next year's proposed budget on the front end.
16. Make sure a person answers the phone at the original contact point in the office, not a voice mail message.
17. Would it be simpler if ND incorporated the HOUSSE in order to determine highly qualified as so many other states have adopted?
18. It would be helpful for new teachers and for the state of North Dakota to require and finance a New Teacher Mentoring Program.
19. Would it maybe make sense to have the required tests for certification be a part of the teacher education programs at the colleges/universities? Some states require the basic test as an entrance requirement to the program. Other required tests such as pedagogy and content-area could be taken at another time during the teacher education program – before student teaching.

20. A nice option for fulfilling credits for certificate renewal includes using some in-service hours to fulfill the requirement. In a state like Rhode Island, the renewal credit hours can be made up of a combination of in-service hours and also college/university coursework.

21. Should North Dakota offer more incentives for NBPTS certification? Some incentives offered by other states include: help with the fee, an annual stipend, receiving credits for going through the process even if not awarded the certification, and mentoring provided to candidates going through the process.

22. Some states have different levels of certificates depending on the level of education completed. For example, in Nevada, a Master's Degree entitles a teacher to a certificate that is valid for 6 years. The credits hours still need to be completed for renewal, but not as often when you have an advanced degree.