

State/Territory *KEY

License Title Specific title of license issued by the state/territory.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Board/Agency Name Licensing board or agency name

Board/Agency Website

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Last Reviewed Date

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

State/Territory Alabama

License Title Professional Educator Certificate, Secondary, English Language Arts (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

(2) Limitations on Issuance.

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

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

For applicants who completed a Master's degree and are seeking the Masters-degree level on their AL license (i.e. Class A):

(e) The completion of a graduate-level (master's degree level or higher) state-approved P-12 educator preparation program may be verified on Form VER for consideration of advancing the degree level of the Alabama certificate offered to an applicant whose valid professional educator certificate issued by another state reflects an area of comparable certification, but does not reflect a degree level.

1. The program must require at least 30 semester hours of graduate credit and the transcript must post a major in the teaching field at the degree level of the program. However, if by institutional policy a major in the teaching field is not posted, verification of having earned at least 12 semester hours of graduate credit in the teaching field is required. The 12 semester hours of graduate credit may not include credit for internship, practicum, student teaching, or lab experiences. This credit must have been earned prior to the date of program completion and must not have been applied to the prior issuance of an Alabama certificate in any area.

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

Supervised Experience (In-Program) None found

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

Board/Agency Name Alabama State Department of Education

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

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Alabama prescribed Praxis subject area test

Admin Code r.290-3-2-.20 (9)

Note, as of August 2025, all testing is currently waived for reciprocity applicants (i.e. applicants who hold a valid, comparable license in another state)

Notes None

Last Reviewed Date 8/24/2025

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

State/Territory Alaska

License Title Initial Teacher Certificate, Secondary, English

Specialized Accreditation Required? No

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

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

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

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

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

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

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

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

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

Alaska Admin. Code tit. 4, § 12.307

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

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

(1) a teacher preparation program;

(2) a special education teacher preparation program;

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

(4) a special education administrator preparation program;

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

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

Supervised Experience (In-Program) No supervised experience requirements are available. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards. See Specific Coursework entry for more details.

Note, Student teachers serving in Alaska public schools must receive authorization from the Teacher Certification Office.

[https://education.alaska.gov/teacher/certification/certification/miscellaneous-certificates-and-](https://education.alaska.gov/teacher/certification/certification/miscellaneous-certificates-and-processes#_Student_Teacher_Authorization)

[processes#_Student_Teacher_Authorization](https://education.alaska.gov/teacher/certification/certification/miscellaneous-certificates-and-processes#_Student_Teacher_Authorization)

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

Board/Agency Name Alaska Department of Education & Early Development

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

Statute/Regulation/Rule Citation 4 AAC 12.300

4 AAC 12.305

4 AAC 12.307

4 AAC 12.308

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 4 mandatory trainings

From the website:

Applicants must be able to demonstrate that the following mandatory training has been completed within the five years prior to the date of application:

Sexual abuse awareness and prevention (AS 14.30.355)

Alcohol or drug-related disabilities (AS 14.20.680)

Dating violence awareness and prevention (AS 14.30.356)

Only training approved by an Alaska public school district, or the Department of Education & Early Development (DEED) will satisfy this requirement. Training offered by universities and other organizations must be approved by DEED.

Suicide awareness and prevention (AS 14.30.362)

As per statute, only training approved by the Department of Education & Early Development (DEED) will satisfy this

requirement. Visit Suicide Prevention, Awareness, and Postvention.

Only trainings approved by an Alaska public school district, or the Department of Education & Early Development (DEED) will satisfy this requirement. Training offered by universities and other organizations must be approved by DEED.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Alaska requires applicants to provide verification of passing scores on an approved basic competency exam and content area exam. Note that teachers in grades K-3 must obtain an AK Reads Endorsement as well.

Approved basic competency exams: <https://education.alaska.gov/teachercertification/praxis>

Approved content area exams: <https://education.alaska.gov/teachercertification/contentareaexams>

Approved AK Reads Endorsement exams: <https://education.alaska.gov/Alaska-Reading-Resources/DEED-Approved-Courses-and-Exams>

Notes Applicants may qualify for a three-year initial license if they have taken 3 semester hours each of Alaska Studies and Multicultural courses.

Last Reviewed Date 7/29/2025

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

State/Territory American Samoa

License Title None Found

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework (3) Professional teacher certification I—Requires no less than a baccalaureate degree and successful completion of ASDOE approved courses and tests.

AS Code 16.1001 (d)

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? No

Board/Agency Name American Samoa Department of Education

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

Statute/Regulation/Rule Citation AS Code 16.1001

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

Must License Applicant Hold Private Certification? N/A

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Not found on AS website or in regulations. The ETS website shows that AS uses Praxis. <https://praxis.ets.org/state-requirements/americansamoa-tests.html>

Notes None

Last Reviewed Date 7/29/2025

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

State/Territory Arizona

License Title Standard Professional Certificate, Secondary, English (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

A.The Board shall issue a comparable standard Arizona certificate or endorsement as applicable, if one is established pursuant to this Article, to an applicant who holds a valid certificate or endorsement from another state and is in good standing with that other state. These applicants are exempt from all provisions of the Arizona Teacher proficiency examinations.

A.A.C. § R7-2-621

Supervised Experience (In-Program) None found

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

Board/Agency Name Arizona Department of Education

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

Statute/Regulation/Rule Citation Ariz. Admin. Code R7-2-610

Ariz. Admin. Code R7-2-621

Ariz. Rev. Stat. Ann. § 15-532

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Applicants coming from another state are required to have U.S. Constitution and Arizona State Constitution. These are allowable deficiencies for 1 or 3 years, depending on the area of certification, and the certificate will be issued without meeting these requirements.

From: <https://www.azed.gov/educator-certification/forms-and-information/reciprocity>

R7-2-621. Reciprocity

D.The applicant shall have completed the required class or passed a satisfactory examination on the provisions and principles of the Constitutions of the United States and Arizona.

E.Notwithstanding any other provision, the deficiencies allowed pursuant to Arizona Revised Statutes in Arizona Constitution and United States Constitution shall be satisfied prior to the issuance of the same type of certificate prescribed in this Article, but are subject to suspension as follows:

1.An applicant's standard Arizona teaching certificate shall be suspended three years from the date of issuance if the applicant has not completed the required class or passed a satisfactory examination on the provisions and principles of the Constitutions of the United States and Arizona.

2.An applicant's standard Arizona teaching certificate shall be suspended one year from the date of issuance if the applicant has not completed the required class or passed a satisfactory examination on the provisions and principles of the Constitutions of the United States and Arizona if the applicant applies for a certificate authorizing the perMarch son to teach an academic course that focuses predominantly on history, government, social studies, citizenship, law or civics.

3.The suspension for a deficiency in the Constitutions of the United States and Arizona is not considered a disciplinary action and the applicant shall be allowed to correct that deficiency within the remaining time of the standard certification.

A.A.C. § R7-2-621

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Applicants who hold a valid certificate in another state are exempt from the AZ exams.

R7-2-621. Reciprocity

A.The Board shall issue a comparable standard Arizona certificate or endorsement as applicable, if one is established pursuant to this Article, to an applicant who holds a valid certificate or endorsement from another state and is in good standing with that other state. These applicants are exempt from all provisions of the Arizona Teacher proficiency examinations.

A.A.C. § R7-2-621

Notes Out-of-state program completers who do not hold a valid, current, professional license in another may still apply for AZ certification. Applicants will need to meet the coursework and testing requirements detailed here: <https://www.azed.gov/educator-certification/forms-and-information/certificates>

Last Reviewed Date 7/30/2025

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

State/Territory Arkansas

License Title Provisional (for up to 3 years if exams/courses not completed) or Standard License, English Language Arts, Secondary (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

2-6.02.13 The Division shall grant reciprocity to a person who holds a current or expired Standard License (or Standard License Equivalent) from another state upon receipt of the following:

2-6.02.13.1 A valid, Standard License (or Standard License Equivalent) that:

2-6.02.13.1.1 Was issued in another state; and

2-6.02.13.1.2 Has been in good standing during the most recent three (3) years of the applicant's teaching experience;

2-6.02.16 Documentation of one (1) of the following:

2-6.02.16.1 Successful completion of a program of teacher education at a nationally or regionally accredited institution of higher education, but only if the applicant possesses a Standard License Equivalent;

2-6.02.16.2 Successful completion of an educator preparation program that is nationally accredited by an accrediting organization recognized by the United States Department of Education, the Council for Higher Education,

2-6.02.16.3 If the applicant is a National Board Certified Teacher, documentation of current certification from the National Board of Professional Teaching Standards.

ARKANSAS DEPARTMENT OF EDUCATION DIVISION OF ELEMENTARY AND SECONDARY EDUCATION RULES GOVERNING EDUCATOR LICENSURE

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Arkansas Department of Education

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

Statute/Regulation/Rule Citation AR DESE Rules 2-6.02.13

A.C.A. § 6-17-403

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Arkansas History:

2-6.02.17 For applicants seeking licensure in Early Childhood (P-4), Elementary Education (K-6) or for any elementary licensure level that includes a grade within K-6, Middle Childhood Social Studies (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or an approved learning pathway;

2-6.02.17.1 The Division may issue a one-year Provisional License for an applicant who has not completed the Arkansas History requirements of Section 2-5.02.2;

Professional Development:

2-6.02.18 Documentation of the completion of the professional development, identified in Appendix B.

2-6.02.19 The Division may issue a Provisional License for an applicant who has not completed the professional development under Section 2- 5.02.2.

Child Maltreatment/Mandated Reporting per Ark. Code Ann. § 6-61-133

Family and Community Engagement per Ark. Code Ann. § 6-15-1703

Mental Health Awareness and Teen Suicide Awareness and Prevention per Ark. Code Ann. § 6-17-708

Bullying Prevention per Ark. Code Ann. § 6-17-711

Dyslexia per Ark. Code Ann. § 6-41-609

Human Trafficking per Ark. Code Ann. § 6-17-710

Arkansas History per Ark. Code Ann. § 6-17- 418

ARKANSAS DEPARTMENT OF EDUCATION DIVISION OF ELEMENTARY AND SECONDARY EDUCATION RULES GOVERNING EDUCATOR LICENSURE

Experience (After Graduating/Outside of Program) AR licensure requires 3 years of teaching under the out-of-state license or passing scores on assessments

2-6.02.13.4 Documentation that the applicant has completed at least three (3) years of teaching under the out-of-state license.

2-6.02.13.4.1 An applicant who has not completed three (3) years of teaching under the out-of-state license shall also submit an official score report: (see exam entry for more details)

ARKANSAS DEPARTMENT OF EDUCATION DIVISION OF ELEMENTARY AND SECONDARY EDUCATION RULES GOVERNING EDUCATOR LICENSURE

Exam(s) Required AR licensure requires 3 years of teaching under the out-of-state license or passing scores on assessments

2-6.02.13.4 Documentation that the applicant has completed at least three (3) years of teaching under the out-of-state license.

2-6.02.13.4.1 An applicant who has not completed three (3) years of teaching under the out-of-state license shall also submit an official score report:

2-6.02.13.4.1.1 Reflecting passing scores on the appropriate content-area assessments required by the licensing state, including for licensure in Elementary Education (K-6) or Special Education (K-12) the standalone reading assessment, as adopted by the State Board; or

2-6.02.13.4.1.2 If the licensing state does not require such assessments, reflecting passing scores, as approved by the State Board, on the appropriate content-area assessments as mandated by the State Board, including for licensure in Elementary Education

(K6) or Special Education (K12) the stand-alone reading assessment, as adopted by the State Board;
 2-6.02.13.4.1.2.1 The Division may issue a Provisional License for up to three (3) years for an applicant who has not completed the stand-alone reading assessment;
 2-6.02.13.4.1.3 An out-of-state applicant may also be eligible for the Alternate Assessment Plan as referenced in section 2-6.02.3.2.

ARKANSAS DEPARTMENT OF EDUCATION DIVISION OF ELEMENTARY AND SECONDARY EDUCATION RULES GOVERNING EDUCATOR LICENSURE

Notes None

Last Reviewed Date 8/1/2025

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

State/Territory California

License Title Preliminary Credential, Single Subjects Teaching Credential, English (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

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

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

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

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

Cal. Educ. Code § 44274.2

Supervised Experience (In-Program) None found

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

Board/Agency Name California Commission on Teacher Credentialing

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

Statute/Regulation/Rule Citation Ann.Cal.Educ.Code § 44274

5 CCR § 80000

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Applicants must meet the Basic Skills Requirement (BSR) within one year of application. The BSR may be met through holding a bachelor's degree from an accredited university, completing specific coursework, or passing an exam. [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))

Notes None

Last Reviewed Date 8/11/2025

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

State/Territory Colorado

License Title Initial License, English Language Arts (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Per Colorado State Board of Education rule 1 CCR 301-37 2.03(3), individuals who complete endorsement or degree programs outside Colorado must hold or be eligible to hold the associated license in the state of preparation in order for Colorado to recognize that program. Individuals also will need to meet any other Colorado licensure and endorsement requirements.

<http://www.cde.state.co.us/cdeprof/coloradoreciprocity>

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

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

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

1 CCR 301-37:3.00

4.09 English Language Arts (Grades 7-12)

To be endorsed in English language arts, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in English language arts; be knowledgeable about the Colorado Academic Standards in reading, writing and communicating; and have demonstrated the competencies specified below:

1 CCR 301-101

Supervised Experience (In-Program) 800 hours with a majority in a continuous clinical placement

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

2.03(3)(c) has successfully completed a clinical experience that meets or exceeds Colorado's field-based experience requirement as specified in 11.02 of these rules;

11.02(1)(d)(i) Clinical experiences must be aligned with educator preparation program curricula so that candidates develop pedagogical skills and pedagogical content knowledge; and

11.02(1)(d)(i)(A) Include a minimum of 800 hours for teacher candidates;

11.02(1)(d)(i)(C) A majority of the clinical experience hours must be completed through a continuous clinical placement

1 CCR 301-37

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

Board/Agency Name Colorado Department of Education

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

Statute/Regulation/Rule Citation C.R.S.A. § 22-60.5-201

1 CCR 301-37:2.00

Must Out-of-State Program Graduate Hold License to Qualify? Per Colorado State Board of Education rule 1 CCR 301-37

2.03(3), individuals who complete endorsement or degree programs outside Colorado must hold or qualify to hold the associated license in the state of preparation in order for Colorado to recognize that program

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Applicants must demonstrate content knowledge. A Praxis exam is one option.

Out-of-state applicants must provide documentation of content knowledge for each endorsement requested, to include one or more of the following:

-bachelor's or higher degree in English/English Language Arts; or

-24 semester hours of coursework as identified on the English language arts endorsement worksheet; or

-PRAXIS 5038 (167); or

-A CDE-provided Multiple Measures of Content Competency approval notice (for the first endorsement requested only).

<https://www.cde.state.co.us/educatoralent/multiplemeasuresOOS>

<https://www.cde.state.co.us/cdeprof/endorsementrequirements>

Notes None

Last Reviewed Date 8/12/2025

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

State/Territory Connecticut

License Title Initial Educator Certificate, Secondary Education, English (4-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

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

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

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

(a) Holds a bachelor's degree from an approved institution;

(b) Has a minimum of 39 semester hours of credit in general academic courses in five of the six areas listed below. A course in United States history. On and after July 1, 1998, a survey course in United States history comprised of not fewer than three semester hours of credit shall be included.

(1) English;

(2) Natural sciences;

(3) Mathematics;

(4) Social studies;

(5) Foreign language; and

(6) Fine arts;

(c) Has completed a subject-area major consisting of one of the following:

(1) A major awarded by an approved institution in the subject area for which certification is sought, except that a major in professional education may not be accepted in fulfillment of this requirement; or

(2) A minimum of 30 semester hours of credit in the subject for which endorsement is sought and a minimum of nine semester hours of credit in a subject or subjects related to the subject for which endorsement is sought, except that a major or course work in professional education may not be accepted in fulfillment of this requirement, and except that:

(A) For the general science endorsement, a major consisting of a minimum of 39 semester hours of credit in science including study in biology, chemistry, physics and earth science;

(B) For the history and social studies endorsement:

(i) A major awarded by an approved institution in history, except that on and after July 1, 1998, 18 semester hours of credit in social studies shall be included; or

(ii) A major in political science; economics; geography; anthropology or sociology including at least 18 semester hours of credit in history, or

(iii) An interdisciplinary major consisting of 39 semester hours of credit in subjects covered by the endorsement, each of which shall include 18 semester hours of credit in history including United States history, western civilization or European history and nonwestern history, provided that for the interdisciplinary major, study shall include a minimum of one course in each of the following areas: political science; economics; geography; sociology or anthropology or psychology;

(C) For the business endorsement, a major awarded by an approved institution in business or in any one of the subjects covered by the endorsement or an interdisciplinary major consisting of 39 semester hours of credit in subjects covered by the endorsement;

(D) For a foreign language endorsement, 24 semester hours of credit in the foreign language in which endorsement is sought; and

(4) Has a minimum of 18 semester hours of credit in professional education in a planned program of study and experience to be distributed among each of the following:

(A) Foundations of education. This group includes areas such as: (1) philosophy of education, (2) school effectiveness, (3) history of education and (4) comparative education;

(B) Educational psychology. This group includes areas such as: (1) growth and development of children from birth through the life span, (2) psychology of learning, (3) child-adolescent psychology and (4) mental hygiene;

(C) Curriculum and methods of teaching. This group includes areas such as: (1) subject area curriculum and methodology and (2) effective teaching skills;

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

(E) A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

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

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and

Certification (NASDTEC) Interstate Agreement

Board/Agency Name Connecticut State Department of Education

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

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

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

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

Must License Applicant Hold Private Certification? No

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

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Must pass the CT Board-approved exams

Sec. 10-145f. Testing for prospective teachers.

(b)

(1) Any person who does not hold a valid certificate pursuant to section 10-145b, as amended by this act, shall achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for a certificate pursuant to said section unless such assessment has not been approved by the State Board of Education at the time of application, in which case the applicant shall not be denied a certificate solely because of the lack of an evaluation on such assessment.

Conn. Gen. Stat. § 10-145f

Notes None

Last Reviewed Date 8/24/2025

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

State/Territory Delaware

License Title Initial License, Standard Certificate, English Language Arts (9-12 and can be used for 6-8)

Specialized Accreditation Required? No

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

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

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

4.0 Requirements for an Initial License

4.1 Pursuant to 14 Del.C. §1210(a), the Department may issue an Initial License to an applicant who has satisfied the requirements in subsections 4.1.1 through 4.1.3.

4.1.1 The applicant shall have earned, at a minimum, a bachelor's degree from a 4-year regionally accredited college or university. Notwithstanding the foregoing requirement, an applicant for a Skilled and Technical Sciences Teacher Standard Certificate (14 DE Admin. Code 1559) shall complete the coursework specified in Section 4.0 of 14 DE Admin. Code 1559 prior to the expiration of the Initial License.

4.1.2 The applicant shall have simultaneously applied for and met the requirements of at least 1 content area Standard Certificate.

4.1.2.1 An Initial License will not be issued if the applicant does not meet the requirements of the content area Standard Certificate sought or is ineligible for an Emergency Certificate.

14 Del. Admin. Code 1510

Secondary English Language Arts Teacher Standard Certificate

4.1.1.2 Earned a bachelor's degree from a regionally accredited college or university with a minimum of 30 semester hours of coursework in secondary English language arts education from an educator preparation program approved or recognized by the Council for the Accreditation of Educator Preparation (CAEP) or a state where the state approval body employed the appropriate standards

14 Del. Admin. Code 1540

Supervised Experience (In-Program) Must follow NCATE/CAEP standards or one of the alternative options

4.1.3 The applicant shall have completed a Student Teaching Program or meet the requirements of 1 of the alternatives to student teaching as provided in subsections 4.1.3.1 through 4.1.3.5.

"Student Teaching Program" means a traditional student teaching placement within a Council for the Accreditation of Educator Preparation (CAEP) approved program offered by a college or university, or such alternatives as deemed appropriate to the program, such as supervised internships or other field based experience recognized as a required component of the regionally accredited educator preparation program or a student teaching placement within a state-approved educator preparation program where the state approval body employed the appropriate standards.

4.1.3.1.2 Teaching experience from an Alternative Routes for Teacher Licensure and Certification program may not be used to satisfy the requirement in subsection 4.1.3.1.

4.1.3.1.3 Before commencing the 91 days of substitute teaching, the applicant shall hold a bachelor's degree from a regionally accredited college or university.

4.1.3.1.4 The applicant shall have completed 1 of requirements in subsections 4.1.3.1.4.1 through 4.1.3.1.4.3.

4.1.3.1.4.1 The applicant completed a minimum of 24 credits in the content area of the Standard Certificate sought with a Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale.

4.1.3.1.4.2 The applicant obtained the minimum score on the approved content area examination in the content area of the Standard Certificate sought.

4.1.3.1.4.3 The applicant will be employed as a teacher in the Jobs for Delaware Graduates Program.

4.1.3.1.4.4 The applicant completed a major in education studies or other education major in the content area of the Standard Certificate sought.

4.1.3.1.5 The minimum of 91 days of long-term substitute teaching shall be completed within 2 consecutive school years. The application for an Initial License must be submitted within 1 year of the completion of the 91 days.

14 Del. Admin. Code 1510

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

Board/Agency Name Delaware Department of Education

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

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

14 Del. Admin. Code 1500

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found
Exam(s) Required Praxis

4.1.2 The applicant shall have achieved a minimum score of 167 on the Praxis Subject Assessment - English Language Arts: Content Knowledge (ETS Test Code # 5038). Notwithstanding the foregoing, if the applicant did not achieve the minimum score, the applicant shall meet the requirements set forth in 14 DE Admin. Code 1519 Multiple Measures for Demonstrating Content Knowledge.

14 Del. Admin. Code 1540

Notes None

Last Reviewed Date 8/19/2025

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

State/Territory District of Columbia

License Title Standard Teacher Credential, English (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

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

(a) A reciprocity agreement with the other state is pending completion, or the other state has declined to enter into a reciprocity agreement with the District of Columbia; and

(b) The applicant has met the requirements of the District of Columbia for obtaining a credential in accordance with this section.

D.C. Mun. Regs. tit. 5-A, § 1605

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

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

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

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

Must Out-of-State Program Graduate Hold License to Qualify? No. Per 1605.3 OSSE shall award a credential to any applicant who holds or qualifies for an equivalent credential awarded by a state that has established a reciprocity agreement with the District of Columbia.

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Applicants must meet Basic Skills, Content, and Pedagogy requirements (as applicable). OSSE may accept exams passed for an out-of-state license.

1601.9 An applicant shall be issued a standard teaching credential by meeting the following requirements and submitting the following:

(3) Successfully passed an examination approved by OSSE, developed to assess general reading, writing, mathematics skills, and other general content knowledge as designated by OSSE; or earned a minimum overall 3.0 grade point average on a 4.0 scale culminating in a bachelor's degree at a college or university accredited by one of the regional accrediting bodies approved by the U.S. Department of Education, or the equivalent of a 3.0 grade point average on a 4.0 scale culminating in a bachelor's degree at a college or university located outside the United States;

(4) Successfully passed a subject matter content examination approved by OSSE, in the content discipline for which a credential is sought; and

(5) Successfully passed a grade-appropriate pedagogy examination approved by OSSE, or performance-based assessment, as designated by OSSE, with a qualifying score determined by OSSE;

CDCR 5-A1601

Notes None

Last Reviewed Date 8/20/2025

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

State/Territory Federated States of Micronesia

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

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework N/A

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? No

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

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

Statute/Regulation/Rule Citation 40 FSMC §114

17 FSMC §102-104

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required N/A

Notes Teacher Certification Regulations

Part 4. National Teacher Certification Requirements

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

The certificate shall be issued without cost to the teacher, in such form as the Secretary determines.

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

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

Last Reviewed Date 8/25/2025

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

State/Territory Florida

License Title Temporary Certificate (for 5 years to complete required FL exams) or Professional Certificate, English (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

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

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

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

4. The program curriculum shall have included preservice field experiences and an internship or practicum appropriate to the certification subject area in a prekindergarten through grade 12 setting under the supervision of qualified educators;

6A-4.003, F.A.C.

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

Board/Agency Name Florida Department of Education

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

Statute/Regulation/Rule Citation Fla. Admin. Code r. 6A-4.003

Fla. Admin. Code r. 6A-4.004

Fla. Stat. § 1012.56

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required All Professional certificates require passing scores on the General Knowledge, subject area, and Professional Education exams (FTCE). Out-of-state program completers will be eligible for a Temporary license, allowing them 5 years to pass these exams.

6A-4.004, F.A.C.

Notes Out-of-state Graduates of Approved Teacher Education Programs

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.

If you are a graduate of an approved teacher preparation program from an institution located in another state, you will likely qualify for a Temporary Florida Educator's Certificate. The Temporary Certificate allows you to begin teaching full-time while you complete the certification exams for the Professional Certificate.

<https://www.fldoe.org/teaching/certification/pathways-routes/teacher-edu-program-graduates.shtml#03>

Last Reviewed Date 8/25/2025

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

State/Territory Georgia

License Title 5-Year Induction Certificate, English (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements. Note, graduates must meet Special Georgia Requirements (as listed in the Exams and Training columns)

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

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

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

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

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

Supervised Experience (In-Program) Out-of-state program completers completing student teaching in Georgia must meet specific Georgia requirements, including holding a Pre-Service Certificate before beginning clinical experiences

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

(d) The individual has completed field experience or clinical practice including student teaching. If field experiences, clinical practice or student teaching was completed in a Georgia local unit of administration (LUA), holding acceptable certification while completing practicum requirements is mandatory and educators (mentors, cooperating teachers, educational leadership coaches/mentors, Service (S) field supervisors) who supervise the field experiences at Georgia schools shall meet requirements outlined in GaPSC Rule 505-2-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. If the educator does not meet these requirements, the clinical practice or field experience does not meet Georgia certification requirements and will not be accepted.

2. Effective July 1, 2020, individuals completing field experiences/clinical practice/ culminating residency (often referred to as student teaching) in a Georgia LUA must be placed in classrooms for a minimum of one full semester or the equivalent.

(i) A full semester is defined as 600 hours (15 weeks, 5 days per week, 8 hours per day). Accounting for illnesses, holidays, and professional development, the accepted minimum is 500 hours.

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

13. Out-of-state EPPs offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia B/P-12 schools shall ensure their candidates hold the Georgia Pre-Service Certificate prior to beginning any field and clinical experiences in any Georgia B/P-12 school required during program enrollment. The requirements for this certificate are outlined in GaPSC Rule 505-2-.03 PRE-SERVICE TEACHING CERTIFICATE. Out-of-state EPPs preparing candidates for Georgia certification who are employed as a teacher of record while enrolled in their programs shall ensure their candidates hold the appropriate Georgia Teaching (T) certificate (e.g., Provisional Certificate, Permit, or Waiver Certificate). Out-of-state EPPs must also ensure their candidates meet all program assessment requirements outlined in this rule in paragraphs (3) (e) (6); the requirements specified in GaPSC Certification Rule 505-2-.22 CERTIFICATION BY STATE-APPROVED PROGRAM, paragraph (2) (d) 2; and the requirements outlined in GaPSC Certification Rule 505-2-.04 INDUCTION CERTIFICATE, including the required amount of time spent in the culminating clinical experience (i.e., student teaching or internship occurring after, and not including, field experiences), and passing the ethics and content assessments.

Ga. Comp. R. & Regs. r. 505-3-.01

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

Board/Agency Name Georgia Professional Standards Commission

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

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

Ga Comp. R. & Regs. 505-2

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Special Education (Exceptional Child) Course

The special education requirement mandated by House Bill 671 is satisfied by completing a course in the identification and education of children who have special educational needs. This general introductory survey course emphasizes the characteristics of all exceptionalities (behavioral, developmental, and learning disabilities, deaf education, physical and health disabilities, and visual impairment, as well as gifted) with the appropriate identification and educational programming. In addition to coursework, the following may also satisfy the requirement:

Holding National Board for Professional Teaching Standards (NBPTS) certification;

A degree with a major in Special Education; or
 Five years of successful out-of-state educator experience (see Out-of-State Experience Exemption below for more information);
 There are many courses that cover the required topics, and if you have completed an educator preparation program in another state you may have already completed an acceptable course. If you would like to know if a certain course would be applicable, please Contact Certification and include the course name, course description, and a link to the institution's website.
<https://www.gapsc.com/Certification/SpecialGeorgiaRequirements.aspx>

(b) Individuals prepared by a GaPSC-accepted out-of-state provider and fulfilling field and clinical experiences in Georgia.

2. Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA

REQUIREMENTS:

(ii) Satisfy the Special Education requirement with a grade of B or better.

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required All applicants must meet the Special Georgia Requirements:

(b) Individuals prepared by a GaPSC-accepted out-of-state provider and fulfilling field and clinical experiences in Georgia.

2. Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA

REQUIREMENTS:

(i) Attain a passing score on the following assessments:

(I) GACE content knowledge assessment in the field of preparation. If no GACE content knowledge assessment is available for the certification field requested, the applicant is exempt from this requirement.

(II) GACE Ethics for Teachers Assessment.

(III) GACE literacy assessment aligned with the field of preparation if enrolled on or after June 1, 2025.

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

Notes None

Last Reviewed Date 8/28/2025

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

State/Territory Guam

License Title Initial Educator Certification, Language Arts (6-12)

Specialized Accreditation Required? No

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

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

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

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

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

5A GU ADC 8104

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Guam Commission for Educator Certification

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

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

5A Guam R. & Regs. § 8105

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

Must License Applicant Hold Private Certification? No

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 8/28/2025

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

State/Territory Hawaii

License Title Provisional License, English (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

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

(2) Satisfactorily completed a State-approved teacher, librarian or counselor education program;

Haw. Code R. 8-54-9.1 (Weil)

HTSB honors reciprocity for all 50 states, District of Columbia, Puerto Rico, US Virgin Islands, Guam, and CNMI for jurisdictional approved preparation programs leading to licensure, licenses, and verifiable relevant experience. HTSB will evaluate non-US programs, licenses, and experiences, please provide the necessary documentation during the application process. (<https://hawaiiteacherstandardsboard.org/content/permits-and-license-types/>)

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Hawaii Teachers Standards Board

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required HTSB-approved exams, passed within the last five years

From the Board website:

Effective January 1, 2023, the HTSB shall accept all official passing scores from HTSB-approved exams completed within five (5) years prior to the application of licensure. Official passing scores from HTSB-approved exams that are older than five (5) years will be accepted on a case-by-case basis.

If you are completing an out-of-state teacher education program, and you did not achieve licensure in your state, you will need to complete additional testing requirements listed in NBI 21-13

<https://hawaiiteacherstandardsboard.org/content/licensure-test-categories/>

Notes None

Last Reviewed Date 8/28/2025

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

State/Territory Idaho

License Title Standard Instructional Certificate or Interim Certificate (if ID coursework or exams needs to be completed), English (6-12)

Specialized Accreditation Required? Yes, NCATE/CAEP

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

Curriculum Comparison Needed? Yes

Specific Coursework Out-of-state program must be NCATE/TEAC/CAEP accredited.

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

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

IDAPA 08.02.02.023

05. English (5-9 or 6-12). Twenty (20) semester credit hours, including coursework in all of the following areas: grammar, American literature, British literature, multicultural/world literature, young adult literature, and literary theory. Additionally, a course in advanced composition, excluding the introductory sequence designed to meet general education requirements, and a course in secondary English language arts methods are required. (7-1-21)T

IDAPA 08.02.02.014

Idaho Certificates may be issued to applicants from regionally accredited institutions meeting requirements for certification or equivalent (i.e., those based on a baccalaureate degree) in other states when they substantially meet the requirements for the Idaho Certificate. (7-1-21)T

IDAPA 08.02.02.015

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree or higher from an accredited college or university and who meets the following requirements or successfully completes an interim certificate requirements: Effective date (4-6-23)

a. Minimum Credit Hours. Earned a minimum of twenty (20) semester credit hours in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho comprehensive literacy plan; and Effective date (3-15-22)

b. Student Teaching. Complete a minimum of ten (10) undergraduate or six (6) graduate semester credit hours, of student teaching; and Effective date (3-15-22)

c. Complete a state board approved educator preparation program and receive an institutional recommendation from the program specifying the grade ranges and subjects for which the applicant is eligible to receive an endorsement; Effective date (4-6-23)

i. To receive endorsement in two (2) fields of teaching, preparation must consist of completion of at least thirty (30) semester credit hours in one (1) field of teaching, and completion of at least twenty (20) semester credit hours in a second field of teaching. Effective date (3-15-22)

ii. To receive endorsement in (1) field of teaching, preparation must consist of completion of at least forty-five (45) semester credit hours in a single subject area; Effective date (3-15-22)

Supervised Experience (In-Program) Minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas

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

Board/Agency Name Idaho State Department of Education

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

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

IDAPA 08.02.02.014

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) IDAPA 08.02.02.016

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

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

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/26/2024

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

State/Territory Illinois

License Title Professional Educator License, Teacher, Secondary Education (9-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

(2) the applicant must:

(A) have completed a state-approved program for the licensure area sought, including coursework concerning (i) methods of instruction of the exceptional child, (ii) methods of reading that align with all applicable standards set forth in Part 23 of Title 23 of the Illinois Administrative Code and reading in the content area, and (iii) instructional strategies for English learners; 105 Ill. Comp. Stat. Ann. 5/21B-35

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Illinois State Board of Education

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

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

23 Ill. Adm. Code 25.25

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

Must License Applicant Hold Private Certification? No

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

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

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Illinois

Notes None

Last Reviewed Date 7/28/2024

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

State/Territory Indiana

License Title Initial Practitioner License, Language Arts (5-12)

Specialized Accreditation Required? No

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

Curriculum Comparison Needed? No

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

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

511 Ind. Admin. Code 16-2-3

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Indiana Department of Education

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

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

511 IAC 10.1-1-1

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

Must License Applicant Hold Private Certification? No

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

Suicide prevention training certificate.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/28/2024

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

State/Territory Iowa

License Title Initial Teaching License, English/Language Arts (5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Completion of twenty-four semester hours in English to include coursework in: Oral Communication, Written Communication, Language Development, Reading, American Literature, English Literature, Adolescent Literature, Methods for Content and Level

Iowa Admin. Code 282-13.5

(1) General requirements. The applicant shall:

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

13.5(2) Applicants from non-Iowa institutions.

a. Original application. Applicants under this subrule have completed a teacher preparation program outside the state of Iowa and are applying for their first Iowa teaching license.

b. In addition to the requirements set forth in subrule 13.5(1), an applicant from a non-Iowa institution:

(1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate.

(2) Shall provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and the applicant has verified fewer than three years of valid out-of-state teaching experience. If the teacher preparation program was completed prior to January 1, 2013, or if the applicant has verified three years of valid out-of-state teaching experience, the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed (or verify highly qualified status) or must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

(3) Shall provide an official institutional transcript(s) to be analyzed for the requirements necessary for Iowa licensure. An applicant must have completed at least 75 percent of the coursework as outlined in 281--subrules 79.15(2) to 79.15(5) and an endorsement requirement through a two- or four-year institution in order for the endorsement to be included on the license. An applicant who has not completed at least 75 percent of the coursework for at least one of the basic Iowa teaching endorsements completed will not be issued a license. An applicant seeking a board of educational examiners transcript review must have achieved a C- grade or higher in the courses that will be considered for licensure. An applicant who has met the minimum coursework requirements in this subrule will not be subject to additional coursework deficiency requirements if the applicant provides verification of ten years of successful teaching experience or if the applicant provides verification of five years of successful experience and a master's degree.

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

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

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

Iowa Admin. Code 281-79.15(256)

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

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

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

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.
- b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.
- c. Students who are struggling with literacy, including those with dyslexia.
- d. Students who are gifted and talented.
- e. English language learners.
- f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

79.15(3) Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all

students, including but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B. Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.

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

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

- a. Learner development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- b. Learning differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- c. Learning environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- d. Content knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- e. Application of content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- f. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- g. Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- h. Instructional strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- i. Professional learning and ethical practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- j. Leadership and collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- k. Technology. The teacher candidate effectively integrates technology into instruction to support student learning.
- l. Methods of teaching. The teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.

79.15(6) Assessment requirements.

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

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

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

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

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

Supervised Experience (In-Program) None found

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

Board/Agency Name Iowa Board of Education Examiners

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

Statute/Regulation/Rule Citation Iowa Code §272

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required None

Notes None

Last Reviewed Date 7/29/2024

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

State/Territory Kansas

License Title Initial Teacher License, English Language Arts (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

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

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

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

Kan. Admin. Regs. 91-1-204

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Kansas State Department of Education

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

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

K.A.R. 91-1-204

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/31/2024

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

State/Territory Kentucky

License Title Statement of Eligibility for Secondary School (English) Provisional Certificate (8-12)

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

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

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

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

(a) Completed a program of preparation that is:

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

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

16 Ky. Admin. Regs. 4:030

Section 3. Teacher Certification.

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

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

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

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

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

16 Ky. Admin. Regs. 4:030

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

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

Board/Agency Name Kentucky Education Professional Standards Board

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 8/20/2024

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

State/Territory Louisiana

License Title Out-of-state Certificate, English Language Arts (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

B. OS Eligibility requirements:

1. earn a minimum of a baccalaureate degree from a college or university accredited in accordance with 34 CFR 602;
2. complete a teacher preparation program in another state;
3. hold a standard out-of-state teaching certificate, or if no certificate was issued, a letter from the state department of education or college of education dean verifying eligibility in that state for a certificate in the certification area(s);

28 La. Admin. Code Pt CXXXI, 511

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Louisiana Department of Education

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

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

Must Out-of-State Program Graduate Hold License to Qualify? No, but must be "eligible"

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 8/20/2024

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

State/Territory Maine

License Title Professional Teacher Certificate, English/Language Arts (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 05-071 CMR Ch. 115, Pt. II, § 1 (1.4)

2. Endorsement Eligibility Pathway 2

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

(b) Completed a minimum of 24 semester hours in the areas relevant to the 7-12 endorsement area being sought. For purposes of this Section, this includes but is not limited to:

i. English (e.g., composition, literature, writing)

ii. Life science (e.g., biology, ecology, botany, zoology, anatomy, physiology, environmental science, entomology, ornithology)

iii. Mathematics (e.g., algebra, geometry, calculus, probability, statistics, finite math, number theory)

iv. Physical science (e.g., chemistry, physics, geology, earth science, soil science, astronomy, meteorology, oceanography, soil science)

v. Social studies (e.g., geography, history, economics, government, anthropology)

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

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

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

(f) Passed content area methods course or content area methods assessment;

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

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

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

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

Board/Agency Name Maine Department of Education

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

Statute/Regulation/Rule Citation 20-A M.R.S.A. § 13013

05-071 CMR Ch. 115, Pt. II, § 1 (1.4)

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 6/12/2024

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

State/Territory Maryland

License Title Initial Professional License (IPL), English (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

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

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

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

Md. Code Regs. 13A.12.02.03

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

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

Board/Agency Name Maryland State Department of Education

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

Statute/Regulation/Rule Citation COMAR 13A.12.02.03

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

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

– edTPA OR PPAT (Required July 1, 2025)

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

Last Reviewed Date 8/26/2024

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

State/Territory Massachusetts

License Title Initial Teaching License (if SEI and MTLE exams completed) or Provisional Teaching License (if SEI not completed), English (5-12)

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

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes

Curriculum Comparison Needed? No

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

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

(a) Evidence of one of the following:

1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.

2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by a national organization accepted by the Commissioner.

3. Possession of the equivalent of at least an Initial License/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.

603 Mass. Code Regs. 7.05

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Massachusetts Department of Elementary and Secondary Education

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

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

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

Must License Applicant Hold Private Certification? No

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

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

Enroll in and successfully complete a for-cost course sponsored by a DESE-approved vendor; or

Complete a Massachusetts-approved educator preparation program for the applicable license; or

Take and pass the SEI MTEL; or

Hold an ESL/ELL license in Massachusetts; or

Possess a Bachelor's degree in a DESE-approved major or DESE-approved graduate-level training. *If you believe that you may qualify for the Endorsement by virtue of having the appropriate degree or graduate level training, you may submit materials to the Office of Educator Licensure for review.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Massachusetts

Notes None

Last Reviewed Date 8/26/2024

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

State/Territory Michigan

License Title Standard Certificate, Secondary, English Language Arts (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

(a) One of the following:

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

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

Mich. Admin. Code R 390.1130

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Michigan Department of Education

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

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

M.C.L.A. 380.1531

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

Must License Applicant Hold Private Certification? No

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

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

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

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

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Michigan

Notes None

Last Reviewed Date 8/26/2024

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

State/Territory Minnesota

License Title Tier 3 License, Communication Arts and Literature (5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Minnesota Rules, part 8710.4250 Subp. 2. Licensure requirements. A candidate for licensure to teach communication arts and literature to students in grades 5 through 12 shall:

A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;

B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and

C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of communication arts and literature in subpart 3.

Minnesota Rules, part 8710.4250 Subp. 3. Subject matter standard. A candidate for licensure as a teacher of communication arts and literature must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to C.

A. A teacher of communication arts and literature understands central concepts common to the teaching and learning of communication arts and literature content. The teacher must understand and apply:

- (1) language development, cognition, and learning;
- (2) the phonological, grammatical, and semantic functions of language;
- (3) philosophy and theories of communication arts and literature instruction;
- (4) technological resources including software, databases, and networks that can be used to gather, synthesize, create, and communicate knowledge;
- (5) language for independent learning and enjoyment;
- (6) communication which is clear, fluent, strategic, critical, and creative;
- (7) the aesthetic dimensions of communication arts and literature;
- (8) strategies that allow appropriate engagement in communication tasks for a variety of purposes and audiences;
- (9) the integration of reading, writing, speaking, listening, and viewing;
- (10) strategies for selecting and using texts and materials that correlate individual student abilities with developmentally appropriate learning experiences;
- (11) strategies for selecting and using texts and materials which recognize and accept a broad range of common and diverse perspectives;
- (12) research methods encompassing content;
- (13) the social, intellectual, and political importance and impact of communication;
- (14) the meanings of messages, content and relational;
- (15) communication and its value in exploring and expressing ideas; and
- (16) communication arts and literature activities such as forensics, debate, journalism, literary journals, and related activities.

B. A teacher of communication arts and literature demonstrates understanding and skills essential to the teaching and learning of reading, writing, speaking, listening, media literacy, and literature. The teacher must demonstrate the:

- (1) knowledge of reading processes and instruction including:
 - (a) orthographic knowledge and morphological relationships within words;
 - (b) the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
 - (c) the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
 - (d) the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
 - (e) the development of academic language and its impact on learning and school success;
- (2) the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:
 - (a) the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;
 - (b) the ability to scaffold instruction for students who experience comprehension difficulties;
 - (c) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
 - (d) the ability to identify instructional practices, approaches, and methods and match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers;
 - (e) implementation of a variety of grouping strategies that include individual, small group, and whole group reading experiences that promote enhanced comprehension of text; and
 - (f) the ability to plan instruction and select strategies that help students read and understand language arts texts and spur student interest in more complex reading materials, including the ability to help students:
 - i. distinguish fact from opinion and the words that signal opinions and judgments in persuasive texts;
 - ii. think critically, draw inferences or conclusions from facts, analyze author's purpose and point of view, evaluate author's argument and evidence, and synthesize information from more than one text; and
 - iii. use aids such as glossaries and appendices that pertain to reading, writing, and English language conventions;
- (3) use of a variety of assessment practices to place and evaluate effective reading including:
 - (a) understanding the measurement systems and proper interpretation of assessment tools that determine individual student's

reading level, fluency, comprehension abilities, and reading interests;

(b) using data to set goals and objectives, make effective instructional decisions, and demonstrate responsiveness to students' needs; and

(c) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact students' achievement;

(4) knowledge, skills, and ability to teach writing including:

(a) various stages of the writing process, including prewriting, writing, conferencing, revising, and publishing used in teaching writing;

(b) diverse strategies for assessing and responding to student writing;

(c) the functions of language and how they influence effective written communication; and

(d) conventions for presenting, arranging, and organizing information in particular genres or media;

(5) knowledge, skills, and ability to teach speaking including:

(a) relationships among the verbal and nonverbal components of the speaking process across a variety of contexts including small group, interpersonal, and public;

(b) methods and steps necessary to construct meaning for participants in both formal and informal speaking situations;

(c) methods of managing and overcoming communication anxiety and apprehension; and

(d) ethical responsibilities of a speaker associated with competent and effective communication in society;

(6) knowledge, skills, and ability to teach listening including:

(a) relationships between and among the components of the listening process;

(b) the different listening skills appropriate for diverse types and levels of listening;

(c) how to identify and manage barriers to listening; and

(d) ethical responsibilities of a listener;

(7) knowledge, skills, and ability to teach media literacy including:

(a) relationships among the elements of the communication process across various types of print and nonprint media;

(b) effects of the various types of electronic audiovisual media on the communication process;

(c) competent participation as a consumer and producer of media communication; and

(d) functional, aesthetic, and ethical values of media communication; and

(8) knowledge, skills, and ability to teach literature including:

(a) a repertoire of literary texts, including fiction and nonfiction, classic and contemporary works, and works written for preadolescents and adolescents by a diversity of authors;

(b) characteristics of various literary genres, including poetry, drama, novel, short story, and essays;

(c) tools of interpretation including literary devices, critical theories, and various methods of analysis, interpretation, presentation, and evaluation of literature;

(d) how to help students respond to, interpret, and evaluate texts in a variety of ways, including text centered and reader centered approaches;

(e) how to encourage students to respond to texts through written and oral communication, both privately and publicly;

(f) how to help students construct meaning out of texts through various processes applied before, during, and after reading;

(g) how context shapes meaning; and

(h) how to encourage students to become lifelong readers and writers.

C. A teacher of communication arts and literature demonstrates an understanding of the teaching of communication arts and literature that integrates understanding of communication arts and literature with their understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of communication arts and literature to preadolescent and adolescent students in grades 5 through 12 shall:

(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;

(2) understand and apply the research base for and the best practices of middle level and high school education;

(3) develop curriculum goals and purposes based on the central concepts of communication arts and literature and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

(4) understand the role and alignment of district, school, and department mission and goals in program planning;

(5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.

Subp. 3a. Student teaching and field experiences. A candidate for licensure to teach communication arts and literature must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

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

Board/Agency Name Minnesota Professional Educator Licensing and Standards Board

Board/Agency Website <https://mn.gov/pelsb/aspiring-educators/requirements/>
Statute/Regulation/Rule Citation M.S.A. § 122A.06
Must Out-of-State Program Graduate Hold License to Qualify? Yes
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program) None found
Exam(s) Required Minnesota
Notes None
Last Reviewed Date 9/5/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Mississippi
License Title Initial Teacher License, English (7-12)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? No
Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Licensure Preparation and Other Programs Completed Outside the State of Mississippi
 Prospective and practicing educators seeking to obtain initial licensure in the state of Mississippi by way of completion of a traditional state approved or nationally accredited licensure-track teacher, administrator, certain supplemental service provider, and supplemental endorsement preparation program from a regionally/nationally accredited institution of higher education outside of Mississippi, shall first obtain Institutional Program Verification (IPV) from the educator preparation provider in the state where the preparation occurred. Upon obtaining Institutional Program Verification (IPV) using the form established by the MDE Division of Educator Licensure, the candidate shall submit an application with required supporting documentation to the MDE Division of Educator Licensure for the purpose of determining eligibility to obtain a Mississippi license via guidelines in effect on the date the complete application is received by the MDE. Educators that complete a nontraditional licensure-track program outside of Mississippi shall first be licensed in another state and seek to obtain a Mississippi license via Reciprocity guidelines in effect on the date the complete application and required supporting documentation is received by the MDE.
 CMSR 07-000-004

Supervised Experience (In-Program) None found
Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name Mississippi Department of Education
Board/Agency Website <https://www.mdek12.org/OEL>
Statute/Regulation/Rule Citation 7 Miss. Admin. Code Pt. 3, R. 14.4
Must Out-of-State Program Graduate Hold License to Qualify? No
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program) None found
Exam(s) Required Praxis
Notes None
Last Reviewed Date 9/5/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Missouri

License Title Initial Teacher Certificate, Secondary Education, English (9-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

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

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Missouri Department of Elementary & Secondary Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Missouri

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

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

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

Last Reviewed Date 9/30/2024

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

State/Territory Montana

License Title Standard Teacher License, English (5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE

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

(a) a bachelor's or master's degree from an institutionally accredited college or university, or a completed evaluation of foreign transcripts that demonstrates equivalency to a bachelor's degree through a National Association of Credential Evaluation Services (NACES) agency;

(b) completion of an approved educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program;

(c) qualification for one or more endorsement as outlined in ARM 10.57.412; or

(d) verified completion of the online course "An Introduction to Indian Education for All in Montana"; and

(e) proof of:

(i) a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or

(ii) a passing score on a student-teaching portfolio as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or

(iii) a 3.00 or higher course work grade point average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or

(iv) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two years of successful teaching experience as defined in ARM 10.57.102 as documented by a recommendation from the out-of-state P-12 school employer on a form prescribed by the superintendent of public instruction.

ARM 10.57.410

Supervised Experience (In-Program) 10.57.102 DEFINITIONS

The following definitions apply to this chapter.

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

(15) "Student-teaching portfolio" means a type of performance assessment that asks candidates to demonstrate what they have learned, how they engage in the learning process, and how they apply their knowledge demonstrating their preparedness for the teaching profession.

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

ARM 10.57.102

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

Board/Agency Name Montana Office of Public Instruction

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

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

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

Must License Applicant Hold Private Certification? No

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes 10.57.412 CLASS 1 AND 2 ENDORSEMENTS

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

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

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

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

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

requirement if the applicant has previously had supervised teaching experience.

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

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

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

ARM 10.57.412

Last Reviewed Date 9/30/2024

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

State/Territory Nebraska

License Title Initial Teaching Certificate, English Language Arts (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

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

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

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

006.23D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of content and pedagogical content coursework in literature, writing, language, communications, and reading/literacy skills and strategies.

Neb. Admin. R. & Regs. Tit. 92, Ch. 20, § 005

005.01 General Education Coursework. The institution shall require that all undergraduate candidates meet the institution's general education course requirements. These courses may also be used to meet endorsement requirements. General education course requirements are established by the institution for all students.

005.02 Professional Education Coursework. At least one-sixth of the total credit hour requirement established by the institution for the completion of a degree shall be professional education coursework which may include practicum experiences, but shall not include clinical experiences.

The institution shall identify required coursework leading to candidate development and competency demonstration in the following areas:

005.02A Student Development. The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

005.02B Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards.

005.02C Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content, including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.

005.02E Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

005.02F Assessment. The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate's and student's decision making.

005.02G Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context.

005.02H Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.

005.02I Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning, models ethical professional practice, and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

005.02J Leadership and Collaboration. The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.

005.02K Human Relations. The institution shall offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills as enumerated in Section 79-807(6) R.R.S.:

005.02K1 An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;

005.02K2 The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;

005.02K3 The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;

005.02K4 The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;

005.02K5 Respect for human dignity and individual rights; and

005.02K6 The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

005.02L Special Education. The institution will require one (1) or more courses which provide candidates with systematic and continuing opportunities to develop knowledge, skills, and professional dispositions for teaching students with disabilities, including the areas enumerated by Section 79-807(7) R.R.S.:

005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by Section 79-1118.01 R.R.S.;

005.02L2 Knowledge of the major characteristics of each disability defined by Section 79-1118.01 R.R.S. in order to recognize its existence in children;

005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;
 005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and
 005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

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

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

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

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

005.03A2a The institution shall have a clear statement of policies and procedures relating to clinical practice which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.

005.03A2b All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation's educational authority.

005.03A2c The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.

005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

005.03A2d The institution shall require a clinical practice experience equivalent to:

005.03A2d1 A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;

005.03A2d2 A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level;

005.03A2d3 A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.

005.03A2e The institution shall ensure that a minimum of five (5) formal observations by faculty shall be conducted during clinical practice for candidates preparing for initial level teaching certification. Three (3) observations must be onsite and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.

Supervised Experience (In-Program) SOURCE: Neb. Admin. R. & Regs. Tit. 92, Ch. 20, § 005 - Applies to all initial licenses, IN PROGRAM:

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

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

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

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

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

Board/Agency Name Nebraska Department of Education

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

Statute/Regulation/Rule Citation From website <https://www.education.ne.gov/tcert/out-of-state-certification/reciprocity-information/>

Nebraska does not have full reciprocity with other states, but we do recognize approved teacher preparation programs from other states. The coursework needs to appear on an official transcript from a standard institution of higher education, which is defined

as any college or university whose educator preparation program is fully approved by the board or comparable agency in any other state or country.

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

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

006.23D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of content and pedagogical content coursework in literature, writing, language, communications, and reading/literacy skills and strategies.

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

Must License Applicant Hold Private Certification? No

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Nevada

License Title Standard Teacher License or Non-Renewable/Provisional (if testing or coursework deficiencies), English (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

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

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

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

Supervised Experience (In-Program) None found

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

Board/Agency Name State of Nevada Department of Education

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

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

NAC 391.052

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Parental Involvement and Family Engagement (PIFE) course work

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

Special Education course work

Three (3) semester credits in a course of study regarding education or curricular adaptation for pupils with disabilities. If you are applying for a Special Education license, an additional course is not required.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory New Hampshire

License Title Initial Certification, English Language Arts (5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework N.H. Code Admin. R. Ed 507.24

(a) To be certified as an English language arts teacher for grades 5-12, the candidate shall:

(1) Have at least a bachelor's degree; and

(2) Obtain certification through one of the alternatives in Ed 505.01 - Ed 505.05 having also met the requirements of (c) below.

(b) For candidates seeking certification under an alternative 3, 4, or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as educators in English language arts by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(c) A candidate for certification as an English language arts teacher for grades 5-12 shall have skills, competencies and knowledge in the following areas:

(1) In the area of language uses, knowledge of:

a. The cognitive processes by which children acquire and use primary and secondary languages;

b. The social, cultural, psychological, and economic factors that affect language learning;

c. The grammatical structures and conventions of standard English usage;

d. How language changes and develops over time;

e. How diction, tone, and voice vary according to audience;

f. How language can convey bias, propaganda, persuasion, and points of view; and

g. The nature and needs of students whose primary language is not English;

(2) In the area of reading, knowledge of:

a. The fundamental processes of reading at the literal, inferential, and evaluative levels;

b. The criteria used to evaluate and select appropriate fiction, non-fiction, and informational materials based on students' needs and interests;

c. The techniques to evaluate students' reading comprehension; and

d. The metacognitive processes and strategies, which are the awareness of the thoughts employed to analyze an issue or complete a task, readers use to construct meaning from print;

(3) In the area of writing, knowledge of:

a. Various modes of writing for a variety of purposes and audiences, including, but not limited to, conducting short as well as more sustained research projects based on focused questions, while demonstrating the understanding of the subject under investigation;

b. Writing as a recursive and multi-step process; and

c. The use of rubrics for holistic and analytic scoring of writing;

(4) In the area of literature, knowledge of:

a. How literature can be a source for exploring and interpreting human experience;

b. The rhetorical and literary elements of literature;

c. Significant developmentally appropriate works and literary movements concerning or authored by people of various shared traditions, beliefs, customs, genders and ethnicities to include:

1. American literature;

2. British literature;

3. World literature;

4. Young adult literature;

5. Literature by and about women; and

6. Literature by and about minorities;

d. How significant works relate to and influence each other in terms of:

1. Genre;

2. Theme or style; and

3. Social and intellectual contexts; and

e. Strategies for analysis, interpretation, and evaluation of various works in the following major genres:

1. Fiction;

2. Non-fiction;

3. Drama;

4. Poetry;

5. Informational texts; and

6. Media;

(5) In the area of speaking and listening, knowledge of:

a. The strategies speakers use to present information, ideas, and feelings in a range of social contexts from informal to formal discourse; and

b. The processes speakers use to adjust a spoken message for different audiences and purposes;

(6) In the area of media literacy, knowledge of:

a. How media and technology can be used to present and interpret the human experience;

b. How visual and informational media can support or distort messages;

c. How to select and use digital resources to support and enhance instruction; and

d. How to make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations; and

- (7) In the area of language uses pedagogy, the ability to:
- Apply and model grammatical rules in reading and writing;
 - Explain how the application of grammatical rules affects meaning;
 - Show how diction, tone, and voice vary according to audience;
 - Trace how English has changed and developed over time;
 - Distinguish and appreciate regional, ethnic, and standard dialects;
 - Model how language functions in different contexts and how to make effective choices about meaning or style;
 - Apply and model strategies to determine or clarify the meaning of unknown or multiple meaning words;
 - Show how figurative language, word relationships and nuances in word meaning changes meaning; and
 - Address the literacy needs of students whose primary language is not English;
- (8) In the area of reading pedagogy, the ability to:
- Guide students to employ a variety of reading strategies according to their purpose for reading at the literal, inferential, and evaluative levels;
 - Design instruction to assist students' comprehension with increasing text complexity;
 - Design instruction to enhance students' strategies to expand their vocabulary;
 - Foster and promote independent and reflective readers who enjoy reading; and
 - Implement a variety of assessments to evaluate, monitor, and adjust instruction;
- (9) In the area of writing pedagogy, the ability to:
- Model and guide students as they plan, draft, revise, edit, publish, and share writing for a variety of purposes;
 - Develop students' competence with writing on demand, writing to learn, writing to demonstrate understanding, and writing creatively;
 - Offer constructive and focused response to students' writing;
 - Present authors' works as models to encourage diversity in students' writing;
 - Guide students in proofreading their work with an understanding of how audience, purpose, and formality of form impact language usage; and
 - Implement a variety of assessments, including student writing portfolios, to monitor and evaluate student growth and adjust instruction;
- (10) In the area of literature pedagogy, the ability to:
- Provide opportunities and guide students to analyze, evaluate, and appreciate literature;
 - Provide an environment in which students develop and support critical insights in response to literature;
 - Guide students to read, discuss, and write about literature through various critical lenses such as but not limited to gender, religion, ethnicity, or socio-economic conditions as appropriate; and
 - Guide students in the understanding and appreciation for literary devices and rhetorical strategies;
- (11) In the area of speaking and listening pedagogy, the ability to:
- Provide opportunities for students to practice different forms of classroom discourse, including formal and informal conversations and presentations;
 - Explain how speakers and listeners establish and maintain contact with their audience;
 - Promote civil and participatory discourse;
 - Guide students to listen critically and speak purposefully and articulately; and
 - Explain how bias, propaganda, persuasion, and point of view are expressed; and
- (12) In the area of media literacy pedagogy, the ability to:
- Guide students to construct and interpret meaning from images and information provided by media and technology;
 - Guide students to select, evaluate, and analyze digital resources critically;
 - Guide students to quote or paraphrase the data and conclusions of others to support claims and reasoning in their work; and
 - Help students to recognize bias, propaganda, persuasion, point of view, and intellectual property.

Supervised Experience (In-Program) Supervised practical experience

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

Board/Agency Name New Hampshire Department of Education

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

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

N.H. Code Admin. R. Ed 507.24

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory New Jersey

License Title Instructional Certificate of Eligibility, English (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework From <https://nj.gov/education/license/endorsements/1410S.pdf>

Degree Requirement

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

Cumulative GPA Requirement

- New Jersey requires that candidates for certification achieve a cumulative GPA of at least 3.0 when a GPA of 4.00 equals an A grade for students graduating on or after September 1, 2016 (2.75 for those graduating before September 1, 2016) in a baccalaureate degree program, higher degree program or a State-approved postbaccalaureate certification program with a minimum of 13 semester-hour credits.
- Please note that there are GPA Flexibility Rules where a high praxis score may offset a GPA that is lower than 3.0, but higher than 2.75.

Subject Matter Preparation

- For certification as an English teacher, current regulations require that applicants complete a minimum of 30 credits in a coherent sequence in the subject field of English. A coherent sequence requires that at least 12 credits are completed at the advanced level of study (junior, senior or graduate level). Examples of courses accepted for English include composition and literature. Related courses may be accepted depending on the course description/content. Please provide a course description if a course is not taken from the English Department. Courses in pedagogy/education are not accepted towards the subject matter preparation. The final determination as to which courses will be counted towards the English subject matter is based on professional and content standards found in the NJ Licensing Code. All credits must appear on a regionally accredited 2 OR 4 year college/university transcript.

Testing Requirements

- Praxis II Test Requirement

Official scores must be presented directly from Educational Testing Service to the NJ Department of Education. Only official scores are accepted. The New Jersey Department of Education code (R7666) and your Social Security number must appear on your test score report in order to be accepted. Please submit a copy of your test score report if you have taken the appropriate exam.

Professional Teacher Preparation

- Current regulations for certification require that applicants complete a coherent sequence of study in professional education which may be completed in a provisional teacher program or an approved teacher preparation program. This is to advise that courses presented by the applicant in professional education must be a coherent sequence of courses that culminates in supervised clinical practice.

State Teaching Certificate

- Please submit a copy of an out-of-state teaching certificate that is equivalent to a NJ Standard Instructional Certificate. Holders of a NJ Standard Instructional Certificate do not need to send in a copy of their certificate.

Record of Professional Experience

- Please submit the Record of Professional Experience form which must be filled out by your employer:

The New Jersey Department of Education will make the final determination as to whether or not the experience meets NJ reciprocity regulations.

Please Note: Holders of a NJ standard instructional certificate do not need to send in the above form with the exception of those who hold a standard Teacher of the Handicapped certificate.

NOTE: THIS DOCUMENT IS MADE IN ACCORDANCE WITH THE RULES CURRENTLY IN EFFECT. REQUIREMENTS, PASSING TEST SCORES, AND FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

Physiology and Hygiene Requirement

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

- 1.) Present evidence of basic military training
- 2.) Complete a course such as biology, health or nutrition that appears on a regionally accredited 2 or 4-year college/university transcript
- 3.) Complete an online test. You must have a tracking number and an application on file to take this test. Once completed, please email us at Licensing.Requests@doe.nj.gov stating that the test has been taken. You will need to include your name and tracking number in the email.

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

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

1. Hold a bachelor's or an advanced degree from a regionally accredited college or university;
 2. Meet all minimum requirements in N.J.A.C. 6A:9B-5, including, but not limited to, citizenship, minimum age, and examination in physiology, hygiene, and substance abuse requirements;
 3. Achieve a cumulative GPA of at least 3.00 when a GPA of 4.00 equals an A grade for candidates graduating on or after September 1, 2016, in a baccalaureate degree program, higher degree program or a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits.
- i. Candidates whose college transcripts demonstrate completion of all requirements for graduation prior to September 1 in any year, but whose baccalaureate or higher degree was conferred between September 1 and December 31 of the same year, shall be deemed to have graduated prior to September 1 of the same year.

- ii. If the candidate does not meet the 3.00 GPA requirement, he or she shall meet the exception criteria in (b) below;
- 4. Satisfy the endorsement requirements and exceptions pursuant to N.J.A.C. 6A:9B-9 through 11, including, but not limited to, passing the appropriate State test(s) of subject matter knowledge and completing the required subject-area course requirements;
- 5. After September 1, 2015, achieve a minimum score established by the Department on a Commissioner-approved test of basic reading, writing, and mathematics skills, except:

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

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

Supervised Experience (In-Program) Supervised clinical practice

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

Board/Agency Name State of New Jersey Department of Education

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

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

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

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

Must License Applicant Hold Private Certification? No

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory New Mexico

License Title Secondary Teacher License, Language Arts (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Official sealed transcripts reflecting completion of a Bachelor's degree from a regionally accredited college or university; and

24 semester hours of Secondary education course work, 12 semester hours of which must be in upper division courses, to include student teaching; and

24 semester hours in teaching field such as language arts, social studies, math, etc; and

3 semester hours in teaching reading for those who first entered any college or university on or after August 1, 2001

N. M. S. A. 1978, § 22-10A-6

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

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

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

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

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

N.M. Admin. Code 6.64.2.8

A. Beginning teachers seeking an endorsement in language arts to an initial level 1 New Mexico teaching license, must satisfy all of the requirements of the license as provided in PED rule for that license, which includes, among other requirements, 24-36 semester hours in language arts and passage of a content area test in language arts.

B. Teachers seeking to add an endorsement in language arts to an existing New Mexico teaching license of any level shall meet one of the following requirements:

- (1) pass the content knowledge test(s) of the New Mexico teacher assessments as provided in 6.60.5.8 NMAC, or predecessor New Mexico teacher licensure examination or accepted comparable licensure test(s) from another state in language arts; or
- (2) successfully complete an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in language arts; or
- (3) obtain certification in language arts for the appropriate grade level of New Mexico licensure from the national board for professional teaching standards.

N.M. Admin. Code 6.60.4.8

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

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

state or New Mexico teaching license or foreign country authorization to teach or combination of any of the aforementioned licenses or authorizations, and

(7) submit to and satisfactorily clear a fingerprint-based background check pursuant to Section 22-10A-5, NMSA 1978."

Supervised Experience (In-Program) No less than sixteen weeks of student teaching

§ 22-10A-6. Educational requirements for licensure

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

Board/Agency Name New Mexico Public Education Department

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory New York

License Title Conditional Initial (1 year) (if hold out-of-state license, edTPA not required) or Initial, English Language Arts (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

8 NYCRR 80-5.8

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

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

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

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

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

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

Supervised Experience (In-Program) None found

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

Board/Agency Name New York Office of Teaching Initiatives

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

Statute/Regulation/Rule Citation 8 NYCRR 80-5.8

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

Must License Applicant Hold Private Certification? No

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

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required New York

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory North Carolina

License Title Initial Professional Educator License, Secondary Grades, English (9-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

N.C. Gen. Stat. § 115C-270.20

(a) Teacher Licenses. —The State Board shall adopt rules for the issuance of the following classes of teacher licenses, including required levels of preparation for each classification:

(3) Initial professional license or IPL. —A three-year nonrenewable license issued to an individual who has successfully completed a recognized educator preparation program and meets other requirements established by the State Board.

16 N.C.A.C. 6C.0340

In addition to the requirements set forth in G.S. 115C-270.20(a)(3), to be issued an Initial Professional License (IPL), an applicant shall submit the following information:

(1) official degree dated transcripts;

(2) recommendation by the EPP or approval by the SBE; and

(3) any applicable valid and current out-of-state educator license.

From <https://www.dpi.nc.gov/educators/educators-licensure/forms-and-faqs>

Out-of-State Educators

3. How do I transfer my license from another state to North Carolina?

Begin the Process for an Educator's License.

North Carolina recognizes approved EPPs from all states

Supervised Experience (In-Program) None found

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

Board/Agency Name North Carolina Department of Public Instruction

Board/Agency Website <https://www.dpi.nc.gov/educators/educators-licensure>

Statute/Regulation/Rule Citation N.C.G.S.A. § 115C-270.25

16 NCAC 6C.0303

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 3/6/2025

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

State/Territory North Dakota

License Title Other State Educator License (OSEL) (if hold license in other state) OR

Initial Out-of-State Reciprocal License (if not licensed in other state), English Education (5-12 or 9-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

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

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

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

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

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

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name North Dakota Education Standards and Practices Board

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

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

NDAC 67.1-02-06-03

Must Out-of-State Program Graduate Hold License to Qualify? No - applicants who graduated from an out-of-state program are encouraged to obtain license in their school's state, but not required. Non-licensed out-of-state graduates must meet ND standards. See <https://www.nd.gov/espb/licensure/license-information/license-faqs>

Must License Applicant Hold Private Certification? No

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

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

NDAC 67.1-02-02-07

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Praxis II Principles of Learning and Teaching: Grades 7–12 AND English Language Arts: Content Knowledge

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Northern Mariana Islands
License Title Initial Educator, Basic I
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? No
Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.
Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)
Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name Commonwealth of the Northern Mariana Islands State Board of Education
Board/Agency Website <https://www.cnmipss.org/state-boe-certification>
Statute/Regulation/Rule Citation TITLE 60: BOARD OF EDUCATION
SUBCHAPTER 60-30.2 EMPLOYMENT OF CERTIFIED PERSONNEL REGULATIONS (2023)

<https://cnmilaw.org/pdf/admincode/T60/T60-30.2.pdf>

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) To advance to Basic II need:

Multicultural Education/Teaching Linguistically Diverse Students

Teaching Reading

Inclusive Practice for Students with Learning Disability

Instructional Strategies/Classroom Management

Internship or Mentoring Program

Computer Technology

To advance to Standard certificate need:

Secondary Education Endorsement (for Junior and Senior High School Teachers)

Instructional Technology

NMI History/Pacific Institute

Reading Diagnostic

Tests and Measurements

Methods in Content Area

Three (3) Courses in Content Area (9 credits)

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Ohio

License Title Two Year Resident Educator, Adolescence to Young Adult, Integrated Language Arts (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

3302-24-18 Resident educator license

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

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

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

Supervised Experience (In-Program) None found

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

Board/Agency Name Ohio Department of Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Ohio

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Oklahoma

License Title Secondary School Certificate, English (5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

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

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

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

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

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

(i) the completed application form

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

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

Supervised Experience (In-Program) None found

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

Board/Agency Name Oklahoma State Department of Education

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

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Oklahoma

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Oregon

License Title Preliminary Teaching or Reciprocal Teaching (if OR exam requirements are not fulfilled), English Language Arts (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

584-210-0060. Reciprocal Teaching License

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

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

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

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Oregon Teacher Standards and Practices Commission

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

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

OAR 584-200-0080

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Oregon

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Pennsylvania
License Title Instructional Certificate, English (7-12)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? No, if state/territory is party to the NASDTEC Interstate Agreement
Specific Coursework Out-of-state approved teacher preparation program graduates from NASDTEC states meet educational requirements.

<https://www.education.pa.gov/Educators/Certification/OutOfState/Pages/Completed-Approved-Preparation-Program-Outside-of-Pennsylvania.aspx>
Completed Approved Preparation Program Outside of PA
Verify that your state is part of the National Association Directors of Teacher Education and Certification (NASDTEC) Interstate AgreementOpens In A New Window. If your state is not a party to the NASDTEC Interstate Agreement, your certification program will be evaluated against PA certification program guidelines.
Supervised Experience (In-Program) None found
Member of Compact or Reciprocity Agreement? Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name Pennsylvania Department of Education
Board/Agency Website <https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>
Statute/Regulation/Rule Citation 24 P.S. § 12-1202
24 P.S. § 12-1206
Must Out-of-State Program Graduate Hold License to Qualify? No, if state/territory is party to the NASDTEC Interstate Agreement
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program) None found
Exam(s) Required Praxis
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Puerto Rico
License Title Teacher Certificate, Secondary (7-12)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? No
Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.
§ 264 Certification of teachers-General qualifications of candidates
Supervised Experience (In-Program) None found
Member of Compact or Reciprocity Agreement? No
Board/Agency Name Puerto Rico Department of Education
Board/Agency Website <https://de.pr.gov/>
Statute/Regulation/Rule Citation 18 L.P.R.A. § 260
18 L.P.R.A. § 273
P.R. Regs. DE Reg. 7643
Must Out-of-State Program Graduate Hold License to Qualify? No
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program) None found
Exam(s) Required Praxis
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Republic of Palau
License Title None found
Specialized Accreditation Required? N/A
Specialized Accreditation Accepted as Meeting Educational Requirements? N/A
Curriculum Comparison Needed? N/A
Specific Coursework N/A
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name Republic of Palau Ministry of Education Division of Instructional Implementation and Teacher Training
Board/Agency Website <http://moe.epsolutions.pw/>
Statute/Regulation/Rule Citation N/A
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program) N/A
Exam(s) Required N/A
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

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

State/Territory Rhode Island

License Title Initial Certificate, Secondary Grades, English (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

20-20-1.7. Initial Routes to Full Certification

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

2. Reciprocity based on completion of an approved educator preparation program in another state within the last five (5) years or holding comparable certification in another state;

<https://ride.ri.gov/teachers-administrators/educator-certification/how-get-certified>:

Reciprocity allows individuals who completed a state-approved out-of-state preparation program or who hold valid full out-of-state certificates to pursue RI certification where similar certificate areas exist. Preparation programs must lead to comparable RI certificates. Individuals pursuing this pathway should review the testing requirements.

Supervised Experience (In-Program) None found

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

Board/Agency Name Rhode Island Department of Education

Board/Agency Website <https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>

Statute/Regulation/Rule Citation Gen.Laws 1956, § 16-11-5

200-RICR- 20-20-1.9

200-RICR- 20-20-1.7

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory South Carolina

License Title Initial Educator Certificate, English (9-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

<https://ed.sc.gov/educators/teaching-in-south-carolina/program/>

Educators that have completed a traditional, approved preparation program through a regionally accredited institution of higher education (IHE) may apply for an Initial certificate through completion of South Carolina's required content knowledge and pedagogy knowledge assessments. In order for an educator preparation program to be used to obtain a first time certificate or to add a field to an existing certificate, the program must:

Be completed at a regionally accredited Institution of Higher Education (IHE);

Be approved either by that state's licensing authority or by NCATE/CAEP;

Be approved for certification by the Department of Education in the state in which the program provider is located; and

Include a sufficient student teaching or internship component.

Supervised Experience (In-Program) None found

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

Board/Agency Name South Carolina Department of Education

Board/Agency Website <https://ed.sc.gov/educators/certification/>

Statute/Regulation/Rule Citation Code 1976 § 59-25-115

S.C. Code of Regulations R. 43-51

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory South Dakota

License Title Teacher, Secondary, English Language Arts (5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

24:28:16:01. Eligibility for reciprocity based on completion of approved program

The secretary may issue an educator certificate to the applicant for reciprocal certification who has:

- (1) Completed a program approved for educator certification that included student teaching, field experience, or an internship;
- (2) Received a teacher, administrator, or educator specialist license or certificate in another U.S. state or territory that is equivalent to an educator certificate issued by the secretary, meets all of the requirements of that state for full certification, and is not a temporary, emergency, substitute, or provisional certificate; and
- (3) Provided verification from the licensing state that there are no prior or pending disciplinary actions against the applicant for actual or alleged ethics violations.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? No

Board/Agency Name South Dakota Department of Education

Board/Agency Website <https://doe.sd.gov/certification/>

Statute/Regulation/Rule Citation ARSD 24:28:06:09

SDCL § 13-42-1.2

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) South Dakota Indian Studies (SDIS) Course.

If you are a teacher and/or administrator and have not completed and approved SD Indian Studies course, you may be issued a one-year provisional certificate.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Tennessee

License Title Practitioner License, English (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates from a state that is a partner in the NASDTEC Interstate agreement meet educational requirements

0520-02-03-.03 REQUIREMENTS FOR TEACHER LICENSES.

(2) Prospective educators from a state other than Tennessee that is a partner in the NASDTEC interstate agreement and who are seeking a practitioner teacher license shall meet the requirements of one (1) of the following pathways:

(a) Out-of-State Pathway 1. The out-of-state prospective educator:

1. Holds a bachelor's degree from a regionally accredited college or university;
2. Has completed an educator preparation program approved by a state other than Tennessee;
3. Is recommended by the approved educator preparation provider; and
4. Submits qualifying scores on all required assessments as defined in the Professional Assessments for Tennessee Educators Policy.

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Tennessee Department of Education

Board/Agency Website <https://www.tn.gov/education/educators/licensing.html>

Statute/Regulation/Rule Citation T. C. A. § 49-5-101

Tenn. Comp. R. & Regs. 0520-02-03-.03

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Texas

License Title Out-of-State One Year Certificate (to complete exams) or Standard Certificate (if exams satisfied), English Language Arts and Reading (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

<https://tea.texas.gov/texas-educators/certification/out-of-state-certification/out-of-state-certified-educators>

6. What if I have a master's or doctorate degree, or completed an out-of-state program, but do not have a teaching certificate?

Without a standard teaching certificate, you are not eligible for a review of credentials. We do not review transcripts, degree level or completion of program coursework. You will be required to go through a Texas Educator Preparation Program.

Sec. 21.052. Certification of Educators from Outside the State.

(a)The board may issue a certificate to an educator who applies for a certificate and:

(1)holds:

(A)a degree issued by an institution accredited by a regional accrediting agency or group that is recognized by a nationally recognized accreditation board; or

(B)a degree issued by an institution located in a foreign country, if the degree is equivalent to a degree described by Paragraph (A);

(2)holds an appropriate certificate or other credential issued by another state or country; and

(3)performs satisfactorily on:

(A)the examination prescribed under Section 21.048; or

(B)if the educator holds a certificate or other credential issued by another state or country, an examination similar to and at least as rigorous as that described by Paragraph (A) administered to the educator under the authority of that state.

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Texas Education Agency

Board/Agency Website <https://tea.texas.gov/texas-educators/certification>

Statute/Regulation/Rule Citation V.T.C.A., Education Code § 21.040

19 TAC § 230.111

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Texas

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory U.S. Virgin Islands

License Title Standard Certificate, Secondary (9-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework How to Qualify for Certification

For initial certification in the U.S. Virgin Islands, all candidates must:

Earn a baccalaureate degree.

Submit appropriate applications.

Submit official transcripts from all accredited institutions.

Demonstrate proof of U.S. citizenship, permanent residency or other approved work status.

Complete a course in U.S. Virgin Islands history within the first year of employment.

Pass the Praxis® tests for their certification area.

According to the U.S. Virgin Island's Board of Education's Certification document, there are also general course requirements for any person who would like to teach in the U.S. Virgin Islands. Elementary school teachers need 36 education credits, and secondary school teachers need 26 education credits.

The areas are:

1. Foundations of Education. (This group includes areas such as philosophy of Education, school effectiveness, history of education, and comparative education);
2. Educational Psychology (This group includes such areas as growth and development of children from birth through life span, psychology of learning, child-adolescent psychology and mental hygiene);
3. Curriculum and Methods (This group includes a minimum of [18 for elementary, 8 for secondary] semester hours of credit in teaching language arts, reading, mathematics, fine arts, science, social studies, and effective teaching skills, classroom management, measurement and evaluation);
4. Educational Technology;
5. Special Education;
6. Student Teaching (supervised observation, participation and full-time responsible teaching in an elementary school, totaling at least 6 but not more than 12 semester hours of credit). Teachers who have taught in the Virgin Islands public school system with satisfactory or better evaluations for five consecutive years do not have to complete a student teaching course. This applies only to teachers hired in 1997 or before.

All teachers must have a minimum of a Bachelor's Degree, and secondary school teacher applicants must possess a minimum of a college major and/or 30 credits in a content area. Secondary school applicants with less than 30 credits in their content area, but more than 15 credits in that area, can take the Praxis II exam in that subject area to show content area competency.

Supervised Experience (In-Program) Student Teaching (supervised observation, participation and full-time responsible teaching in an elementary school, totaling at least 6 but not more than 12 semester hours of credit)

Member of Compact or Reciprocity Agreement? No

Board/Agency Name U.S. Virgin Islands Department of Education

Board/Agency Website <https://www.vide.vi/>

Statute/Regulation/Rule Citation 17 V.I.C. § 122

17 V.I. R. & Regs. § 121-1

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Complete a course in U.S. Virgin Islands history within the first year of employment.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Utah

License Title Professional License, Secondary, Language Arts-English (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

<https://www.schools.utah.gov/licensing/pathways> (see pathways to a Utah Educator)

Please note that university-based education preparation programs completed through universities outside of Utah will require that the individual obtain their license in state where the university resides, then apply to Utah through the License Equivalency Review (LER).

R277-301-5. Professional Educator License Requirements.

(1)The Superintendent shall issue a professional educator license to an individual that applies for the license and meets all requirements in this Section R277-301-5.

(2)A professional educator license, license area, or endorsement is valid until June 30 of the fifth school year after the Superintendent issues or renews the license.

(3)The general requirements for a professional educator license shall include:

(a)all general requirements for an associate educator license under Subsection R277-301-5(4);

(b)completion of:

(i)a bachelor's degree or higher from an accredited institution; or

(ii)skill certification in a specific CTE area as established by the Superintendent;

(c)for an individual with an early childhood, elementary, or special education license area of concentration, completion of a literacy preparation assessment;

(d)for an individual with a pre-school special education license area of concentration, demonstration of emergent literacy competencies, as defined by the Superintendent; and

(e)one of the following:

(i)a recommendation from a Board-approved educator preparation program; or

(ii)a standard educator license in the area issued by a licensing jurisdiction outside of Utah that is currently valid or is renewable consistent with Section 53E-6-307.

U.A.C. R277-301-5

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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

Board/Agency Name Utah State Board of Education

Board/Agency Website <https://www.schools.utah.gov/licensing>

Statute/Regulation/Rule Citation U.C.A. 1953 § 53E-6-301

U.A.C. R277-301-6

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Vermont

License Title Professional Educator License, English (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes, if graduate does not first earn out-of-state license

Specific Coursework From website FAQ <https://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-faq-interstate-agreement.pdf>

As of 9/1/15, an educator with a non-conditional/non-expired out of state professional educator license, from a state that has signed the Interstate NASDTEC agreement, will be eligible for initial licensure in VT to match the same/equivalent endorsement from the other state. Having an out of state professional educator license from a state that has signed the Interstate NASDTEC agreement would exempt an applicant from the testing requirement for the endorsement on the out of state license.

Vt. Admin. Code 7-1-13:5320

5321 An applicant who is not licensed and has successfully completed an Educator preparation program approved by a nationally recognized accrediting body in a state which has signed the NASDTEC Interstate Agreement will be considered for licensure as if they had completed an approved Educator preparation program in Vermont. Applicants will be subject to the same requirements for initial licensees awarded in Vermont including testing, criminal background checks, and affirmations. The applicant shall meet requirements for updated knowledge and skills when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure.

5323 An applicant for licensure or an endorsement in Vermont who holds a professional license in another state which has signed the NASDTEC Interstate Agreement, holds the degree required for the endorsement, and meets the specified Jurisdiction Specific Requirements shall be issued a Level I Professional Educator License with a comparable endorsement(s). Educators already holding a Vermont Professional Educator License will have the endorsement added to a Level I Professional Educator License regardless of the license held.

Vt. Admin. Code 7-1-13:5440

5440-05 English

The holder is authorized to teach English language arts in grades 7-12.

In this endorsement, the word "text" refers to a variety of media including print and non-print, multimedia, and multi-modal text. Content Knowledge

1. Educators demonstrate knowledge of English Language Arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

1.1. Educators are knowledgeable about text--print and non-print texts, various forms of media, multimodal texts, and classic and contemporary texts, including young adult literature--that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.

1.2. Educators interpret, analyze, and critique a range of texts, including use of literary theories (e.g. Feminism) and literary devices (e.g. symbolism).

1.3. Educators are knowledgeable about how adolescents read various text types and know how to recommend and select texts that reflect students' cultures and interests or expose students to new perspectives.

2. Educators demonstrate knowledge of English Language Arts subject matter that specifically includes language and writing as well as knowledge of adolescents as language users.

2.1. Educators can compose a range of formal and informal, written and digital texts taking into consideration the interrelationships among form, audience, context, and purpose.

2.2. Educators are knowledgeable about how adolescent writers compose texts through a recursive process.

2.3. Educators can use contemporary technologies to compose text (e.g., various digital platforms, video, etc.)

2.4. Educators know the conventions of English language (grammar, usage, and mechanics) as they relate to various forms, audience, context, and purpose.

2.5. Educators understand the impact of language on society and recognize that language continues to evolve.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

3. Educators plan instruction and design assessments for the reading and study of literature and other text types that promote learning for all students.

3.1. Educators use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent, relevant, and authentic learning experiences that utilize a range of texts--across genres, periods, forms, authors, cultures, and various forms of media.

3.2. Educators demonstrate their knowledge of English Language Arts instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

3.3. Educators design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative literacy skills.

3.4. Educators utilize a variety of reading strategies to guide students' comprehension, fluency, analysis, and interpretation.

3.5. Educators design or knowledgeably select appropriate reading assessments to gather data about student interests, reading proficiencies, and reading processes in order to adjust and/or target instruction, flexibly group students, and match students with reading materials.

3.6. Educators can evaluate texts by qualitative and quantitative means (e.g., text features, vocabulary, levels of meaning,

- structure, literary elements, themes) in order to match text to readers and scaffold and plan instruction.
- 3.7. Educators integrate curriculum and incorporate interdisciplinary teaching methods and materials.
- 3.8. Educators plan instruction that facilitates the understanding of the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- 3.9. Educators plan instruction that facilitates analyses of authors' structural choices for specific parts of a text (e.g., the sentence structure, features of a text, the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to the text's overall structure and meaning and aesthetic impact.
- 3.10. Educators plan learning experiences that foster interest in reading as a way for students to understand and influence their own lives and to learn about the world, including exploring personal identity and social relationships, making ethical judgments, and critically evaluating ideas.

Content Pedagogy: Planning Writing Instruction in ELA

- 4. Educators plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
- 4.1. Educators use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative practices and contemporary technologies.
- 4.2. Educators employ a variety of instructional approaches to writing processes and strategies to support their intended purpose, audience and modalities.
- 4.3. Educators apply their understanding of writing as a recursive process by including multiple opportunities for students to confer, reflect, receive feedback and revise their work.
- 4.4. Educators develop ongoing assessments that are appropriate to the writing task and are consistent with current research and theory.
- 4.5. Educators provide opportunities and resources that empower students to become independent, engaged writers.
- 4.6. Educators design instruction in the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing.
- 4.7. Educators design instruction that enables students to skillfully control their rhetorical choices and language practices for a variety of audiences and purposes.
- 4.8. Educators design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices.

Understanding and Engaging Learners

- 5. Educators use data about their students' individual differences, identities, and funds of knowledge for literacy learning to guide students to think of literacy as a way to construct and discover the self, other, and world as they explore who they are as literate citizens.
- 5.1. Educators value the humanities and provide opportunities for students to identify the impact the humanities have on society.
- 5.2. Educators value multiple literacies (i.e. musical, critical, media) and encourage students to use their strengths to explore and represent their knowledge.
- 5.3. Educators help students develop as critical evaluators and consumers of content.
- 5.4. Educators encourage students to be creators and not just consumers of content.
- 5.5. Educators create opportunities for self-directed and inquiry-based learning.
- 5.6. Educators provide multiple pathways for students to learn and demonstrate proficiency of ELA competencies.
- 5.7. Educators empower students to choose texts and genres to demonstrate proficiency of ELA competencies.
- 5.8. Educators remain current on Vermont education initiatives and consider how they are applicable to ELA instruction and assessment.

Professional Knowledge and Skills

- 6. Educators demonstrate evolving knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
- 6.1. Educators plan and implement English Language Arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- 6.2. Educators use knowledge of theories and research to plan ELA instruction responsive to students' local, national and international histories, individual identities (including race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects.
- 6.3. Educators recognize the value of engaging the broader community and know when and how to link the classroom and community.
- 7. Educators demonstrate evolving knowledge of how theories and research in pedagogical content knowledge can enhance students' opportunities to learn in English Language Arts.
- 7.1. Educators are prepared to engage in leadership and collaborative roles in English Language Arts professional learning communities, and actively develop as professional Educators.
- 7.2. Educators engage in and reflect on the changing uses and modes of technology related to ELA instruction and assessment.
- 8. A major in English, Comparative Literature, Creative Writing, or the equivalent in undergraduate and/or graduate coursework; A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in an endorsement that requires competency with the Vermont Core Teaching Standards.

9. REQUIRED TESTING: Praxis II Subject Assessment in English -- Test Code 5039

Supervised Experience (In-Program) A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in an endorsement that requires competency with the Vermont Core Teaching Standards

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

Board/Agency Name State of Vermont Agency of Education

Board/Agency Website <https://education.vermont.gov/educator-licensure>

Statute/Regulation/Rule Citation 16 V.S.A. § 1692

Vt. Admin. Code 7-1-13:5320

Vt. Admin. Code 7-1-13:5440

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Virginia

License Title Initial Teacher License, English (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 8 VAC 20-23-340. English.

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from an accredited institution and graduated from an approved teacher preparation program in English; or

2. Earned a baccalaureate degree from an accredited institution and completed a major in English or a minimum of 36 semester hours of coursework distributed in the following areas:

a. Literacy and reading: 12 semester hours. Courses shall include:

(1) Survey of British literature;

(2) Survey of American literature;

(3) World literature; and

(4) Literary theory and criticism.

b. Language: three semester hours. Includes the development and nature of the English language.

c. Composition: 12 semester hours. Experiences shall include:

(1) A grammar course integrating grammar and writing;

(2) The teaching of writing, based on current knowledge and most effective practices, including the use of technology for this purpose;

(3) An advanced composition course emphasizing rhetorical practices of expository, persuasive, argumentative, and analytical writing; and

(4) Teaching research including ethical accessing, evaluating, organizing, crediting, and synthesizing information.

d. Oral language: three semester hours. Experiences shall include the teaching of public and presentation speaking, including nonverbal communication and the role of communication in small group and mass communication.

e. Electives from the areas listed in this subdivision 2: six semester hours.

8 VAC 20-23-340

Supervised Experience (In-Program) A minimum of 10 weeks of successful full-time student teaching

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

Board/Agency Name Virginia Department of Education

Board/Agency Website <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/licensure>

Statute/Regulation/Rule Citation VA Code Ann. § 22.1-298.1

8 VAC 20-23-100

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/licensing-forms-information>

Licensing for Out-of-State Applicants

An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through an accredited four-year college or university, if the individual holds a valid out-of-state teaching license (full credential without deficiencies), or holds an active national certification from the National Board for Professional Teaching Standards (NBPTS). More information can be found on our resource document for reciprocity. <https://www.doe.virginia.gov/home/showpublisheddocument/36481/638059294391670000>

Last Reviewed Date 9/30/2024

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

State/Territory Washington

License Title Residency Teacher, Secondary, English Language Arts (5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

WAC 181-79A-150

(4) Approved preparation program. Applicants for certification as teachers, administrators, school counselors, and school psychologists, except as otherwise provided in WAC 181-79A-257, and 181-79A-231, and in chapter 181-77 WAC, in order to be certified within the state of Washington shall have completed a state approved preparation program in the professional field for which certification is to be issued; such program shall have included a defined course of study and a supervised internship as per chapter 181-78A WAC. Applicants for certification as first peoples' language, culture, and oral tribal traditions teachers shall have completed a sovereign tribal government's first peoples' language, culture, and oral tribal traditions teaching certification program.

Residency Teacher Out-of-State

This application is for those educators who have completed a teacher preparation program through an accredited institution or have held a full teaching credential in another state.

Requirements

Completion of a bachelor's degree or higher. Must submit official transcripts showing degree conferral

Must complete a basic skills test (WEST-B or approved alternative) and pass a content area test for endorsement sought (WEST-E/NES or approved alternative). Teacher Testing Assessments

Submission of fingerprints for a background check is required if a valid certificate is not already on record

In addition, you must complete one of the following:

Completion of any state's approved teacher preparation program through an accredited institution Form 4020E, OR an approved alternate route program 4020E-1. The preparation program must include a defined course of study and a supervised student teaching/internship.

OR

Copy of an out-of-state teaching certificate (valid or expired) AND three years of out-of-state teaching experience 4020F-1.

<https://ospi.k12.wa.us/certification/teacher-certificate/out-state-applicants-teachers/residency-teacher-out-state>

Supervised Experience (In-Program) WAC 181-78A-010. Definition of terms.

(15) "Internship" means the period of clinical practice for candidates enrolled in approved administrator, school counselor, and school psychologist preparation programs.

WAC § 181-78A-010

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

Board/Agency Name Washington Office of Superintendent of Public Instruction

Board/Agency Website <https://www.k12.wa.us/certification/teacher-certificate>

Statute/Regulation/Rule Citation West's RCWA 28A.410.270

WAC 181-79A-142

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Washington

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with

licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory West Virginia

License Title Initial Professional Teaching Certificate, English (5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

<https://wvde.us/certification/certification-info/application-forms/form-20a-application-instructions/>

Credential: Based upon an official recommendation from a regionally accredited out-of-state institution of higher education's state-approved teacher preparation program, no previous licensure is required.

§ 126-136-16. Out-of-State Candidates.

16.2. Recognition of Out-of-State Certificates. West Virginia will issue a Professional Teaching, Administrative, or Student Support Certificate to an eligible candidate who holds: a valid out-of-state certificate equivalent to the Professional Teaching, Administrative, or Professional Certificate of eligibility issued by another state and meets all of the requirements of that state for full certification except employment; and who has graduated from an approved teacher education program at a regionally accredited IHE or educator preparation provider (EPP) approved in the licensing state; and for whom the WVDE has received approval based on a criminal history record check conducted by the West Virginia State Police and the FBI as required by W. Va. Code § 18A-3-10 and section 9.2 (for individuals who hold a valid Out-of-State certificate in the area of CTE, refer to the requirements for the CTE Certificate in section 10). Eligible candidates who meet the requirements as identified in section 10.1.d.5 except coursework or 10.1.e may be issued an initial Professional Teaching Certificate.

Supervised Experience (In-Program) None found

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

Board/Agency Name West Virginia Department of Education

Board/Agency Website <https://wvde.us/certification/certification-info/>

Statute/Regulation/Rule Citation W. Va. Code St. R. § 126-136-16

W. Va. Code St. R. § 126-136 App. A

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Wisconsin

License Title Provisional Educator License, Middle and High School/English and Language Arts (4-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework "Wisconsin standards are aligned with CAEP (and relevant SPA) standards. Note specific requirements below, including the Reading and Language Arts Instruction requirement.

Wis. Adm. Code § PI 34.040 (g) Out-of-state program. The applicant meets all of the following requirements:

1. Completed an out-of-state educator preparation program that meets all of the following requirements:

- a. Is approved by the state education agency of the state in which it is headquartered.
- b. Is comparable to a Wisconsin approved educator preparation program, including student teaching experience, as defined under s. PI 34.023 (2) (a) through (f), for those seeking a teaching license under subch. VI, or under subch. IX if the applicant holds or is concurrently applying for a tier II teaching license under subch. VI.

2. Received an institutional endorsement from the preparation program.

3. Demonstrated content knowledge with a passing score on a standardized content knowledge test as required by the state where the program is headquartered. If such a test is not required or not available in that state, then a passing score on a standardized test approved by the Wisconsin state superintendent or a cumulative grade point average of not less than 3.0 on a 4.0 scale for courses in the subject area or position may be utilized.

4. Provided evidence demonstrating knowledge and understanding of all applicable concepts and topics described in s. PI 34.022.

If an applicant is unable to provide such evidence, the applicant may be eligible to receive a tier I license.

Wis. Adm. Code § PI 34.002 Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following: (1) PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils. (2) LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards. (3) LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content. (5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making. (7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities. (8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way. (9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil. (10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Due to changes enacted in 2023 Wisconsin Act 20, applications received on or after July 1, 2025 must provide verification of completed instruction or training that prepared the applicant to teach reading and language arts using science-based early reading instruction, as defined in Wis. Stats. §118.015 (1c) (b) to include:

Phonological awareness, including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation,
Phonemic awareness, including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion,
Phonics,
Building background knowledge,
Oral language development,
Vocabulary building to develop lexical and morphological knowledge,
Instruction in writing,
Instruction in comprehension, and
Reading fluency.

On and after July 1, 2025, the applicant must obtain a completed Reading and Language Arts Verification Form (PI-1626) from the certification officer where their program or training was completed to verify that the requirements have been met.

<https://dpi.wi.gov/licensing/apply-educator-license/statutory-stipulations/reading-language-arts-instruction-stipulation>

Supervised Experience (In-Program) Wis. Adm. Code § PI 34.040 (g) Out-of-state program. The applicant meets all of the following requirements:

b. Is comparable to a Wisconsin approved educator preparation program, including student teaching experience, as defined under s. PI 34.023 (2) (a) through (f), for those seeking a teaching license under subch. VI, or under subch. IX if the applicant holds or is concurrently applying for a tier II teaching license under subch. VI.

Wis. Adm. Code § PI 34.023 (2) Student teaching. For educator preparation programs leading to a teaching license, each student shall have student teaching experience which meets all of the following requirements:

(a) Is developmental in scope and sequence.

(b) Occurs in school settings.

(c) Meets the statutory requirements under s. 118.19 (3) (a), Stats.

(d) Provides the student opportunities to interact with and adapt instruction for children with disabilities.

(e) Assigns the student a cooperating teacher or team of cooperating teachers.

(f) Has one of the following durations:

1. For educator preparation programs leading to the student's first license under subch. VI, the student teaching shall be for full school days for a full semester of the cooperating school or the equivalent as determined by the state superintendent. Equivalency for the purpose of this subdivision shall include one of the following:

a. The length of the semester of the student's institution of higher education if the educator preparation program determines a student meets completion requirements. If an institution of higher education operates on a calendar other than semesters, the duration of student teaching shall be no less than 15 weeks.

b. Full days for a full semester of the cooperating school with an option to substitute teach for no more than 10 full days during the semester if agreed to by the educator preparation program. Short-term substitute teaching authorized under s. 118.19 (7m), Stats., may only occur in the classroom of the cooperating teacher and if the student possesses a substitute teaching license.

c. Half days for two full semesters following the calendar of the cooperating school if agreed to by the educator preparation program. For the purpose of subd. 1. c., two full semesters of student teaching must be completed within two years following the first day of the first semester of student teaching.

d. If an entity under ss. PI 34.006 (3) (a), (b), (d) or (e) operates on a calendar other than semesters, the duration of student teaching shall be no less than 15 weeks, if the educator preparation program determines a student meets completion requirements.

e. The duration identified in the program standards for an apprenticeship program in ch. 106, Stats., if approved by the department.

2. For educator preparation programs leading to the student obtaining an additional teacher license under subchs. VI or IX, the student teaching shall be for full days for a full semester of the cooperating school. Equivalency for the purpose of this subdivision, as determined by the state superintendent, is for a duration determined by the educator preparation program to be necessary for the student to gain the necessary clinical experience for the additional license.

Student Teaching - Not Enough Weeks

State law requires that teachers complete a full semester of full-time student teaching. Teachers whose preparation program required less than 15 weeks of student teaching can meet this statutory stipulation with verification of employment confirming 15 weeks of successful full-time teaching experience.

[https://dpi.wi.gov/licensing/apply-educator-license/statutory-](https://dpi.wi.gov/licensing/apply-educator-license/statutory-stipulations#Statutory%20Stipulation%20Descriptions%20and%20Courses%20and%20Workshops%20that%20Address%20them)

[stipulations#Statutory%20Stipulation%20Descriptions%20and%20Courses%20and%20Workshops%20that%20Address%20them](https://dpi.wi.gov/licensing/apply-educator-license/statutory-stipulations#Statutory%20Stipulation%20Descriptions%20and%20Courses%20and%20Workshops%20that%20Address%20them)

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and

Certification (NASDTEC) Interstate Agreement

Board/Agency Name Wisconsin Department of Public Instruction

Board/Agency Website <https://dpi.wi.gov/licensing>

Statute/Regulation/Rule Citation Wis. Adm. Code § PI 34.040

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Minority Group Relations - All (AKA Human Relations)

Minority Group Relations - WI American Indian Bands and Tribes

Special Education

Conflict Resolution

Reading and Language Arts Instruction

W.S.A. 118.19 (8) The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state.

(9)(a) Except as provided in par. (b), the state superintendent may not issue an initial teaching license, school district administrator's license or school administrator's license unless the applicant has demonstrated competency in all of the following:

1. Resolving conflicts between pupils and between pupils and school staff.

2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.

3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations, that may arise in school or at activities supervised by a school as a result of conflicts between pupils or between pupils and other persons.

(b) The state superintendent may waive the requirements under par. (a) if the applicant demonstrates competency in the subjects under par. (a) 1. to 3. within 12 months after the date on which the license is issued.

(14)(a) Except as provided in par. (b), the department may not issue an initial teaching license that authorizes the holder to teach

in grades kindergarten to 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist, unless the applicant has passed an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure. The department shall set the passing cut score on the examination at a level no lower than the level recommended by the developer of the test, based on this state's standards.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required PI 34.040 (2) (g) 3. Demonstrated content knowledge with a passing score on a standardized content knowledge test as required by the state where the program is headquartered. If such a test is not required or not available in that state, then a passing score on a standardized test approved by the Wisconsin state superintendent or a cumulative grade point average of not less than 3.0 on a 4.0 scale for courses in the subject area or position may be utilized.

Notes Pursuant to Wisconsin Regulation 23524, the DPI has approved regulatory changes affecting out-of-state candidates. These changes include expanding options for meeting content requirements, eliminating the pedagogy requirement, and further defining the comparable program requirements. This regulation is published in WI Register No 835A, and is effective August 1, 2025.

Upon application review, DPI may determine for which license you are currently eligible. If you are not eligible for the license for which you applied, DPI will issue the most similar license for which you are eligible. If there is no license for which you are eligible your application may be denied.

From website: <https://dpi.wi.gov/licensing/apply-educator-license/oos>

Explanation of statutory stipulations (deficiencies) for out-of-state program completers and how to remedy:

<https://dpi.wi.gov/licensing/apply-educator-license/statutory-stipulations>

Last Reviewed Date 9/30/2024

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

State/Territory Wyoming

License Title Initial Teacher License, Secondary, English (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

<https://wyomingptsb.com/licensure/becoming-licensed/>

Requirements for Out-of-State Program completion applicants

Completion of an approved Educator Preparation Program

Program must be from an accredited college or university

Program must include student teaching and lead to an Institutional Recommendation (IR) for licensure

Note: In order for applicants to obtain an Institutional Recommendation form they must be eligible for licensure in the state in which the college or university is located.

Applicants do not have to obtain licensure in that state; however, they must be eligible for licensure. In some states, individuals may be required to complete testing for licensure in that state (i.e. applicants who have/will complete an Arizona program must complete the Arizona testing requirements and will not need to complete the Praxis exams required for Wyoming for initial licensure.)

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and

Certification (NASDTEC) Interstate Agreement

Board/Agency Name Wyoming Professional Teaching Standards Board

Board/Agency Website <http://wyomingptsb.com/>

Statute/Regulation/Rule Citation W.S.1977 § 21-2-802

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) U.S. & Wyoming Constitution

Applicants may meet the requirement for Demonstration of Knowledge of the United States and Wyoming Constitutions in either of the following two ways:

Demonstration of Knowledge through Coursework

Courses which demonstrate knowledge of the U.S. Constitution must cover U.S. History prior to 1865 and include the study of the Constitution. Political Science courses may be counted if the coursework included study of the Constitution. If there are questions about the content of the curriculum, PTSB may require an applicant to submit course descriptions. Graduates from a Wyoming Community College or the University of Wyoming have completed this coursework, however must have passed the course with a "C" or higher.

When submitting your application packet, please highlight the courses which meet the requirements of constitutional study on your official college transcript.

Demonstration of Knowledge through Examination

If you have not completed coursework to meet the requirement of the U.S. and Wyoming Constitution Study, you may demonstrate knowledge through an exam. PTSB has created two multiple-choice exams (20 questions each), which may be taken at any Wyoming school district administration office, or you may request to have our digital exams sent to you via email. To obtain the exams(s) digitally through PTSB, please send an email to wyoptsb@wyo.gov, and be sure to include which exam(s) you will need to take in your email request. Please note that the digital exams are scored automatically. If you do not pass the exam(s), you will need to send another request to wyoptsb@wyo.gov. Please see the links to the study guides below.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

IMPORTANT: Information is current as of the date listed. State/Territory boards can change educational and other requirements for licensure from time-to-time through formal legislative or rule-making processes, different board interpretation, or by updating application forms or other publications. The information provided does not, and is not intended to, constitute legal advice; instead, all information, content, and materials provided are for informational purposes only. Risks to the university/college and students, including federal disclosure requirements, should be considered and evaluated with legal counsel prior to communicating licensure information to prospective students and students.