

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, Collaborative Special Education (K-6 or 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;

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 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, Special Education

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 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.

The Alaska Reads Act K-3 Teacher endorsement is required for a teacher to teach grades K-3.

<https://education.alaska.gov/endorsements>

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? N/A

Specialized Accreditation Accepted as Meeting Educational Requirements? N/A

Curriculum Comparison Needed? N/A

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) N/A

Member of Compact or Reciprocity Agreement? N/A

Board/Agency Name American Samoa Department of Education

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

Statute/Regulation/Rule Citation AS Code 16.1001

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 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, Special Education Mild/Moderate Disabilities (P-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 R7-2-615

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, Special Education (K-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) None found

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

Board/Agency Name Arkansas Department of Education

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

Statute/Regulation/Rule Citation 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, Special Education (P-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, Special Education Generalist (Age 5-Age 21)

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

5.1 Special Education Generalist (Ages 5-21)

To hold an endorsement as a special education generalist, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed the coursework and assessments for an approved program for the preparation of special education including prescribed field experience and student teaching; have demonstrated the foundational knowledge and competencies found in 4.02(5) - 4.02(16) of these rules; and have demonstrated the additional 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 1 Colo. Code Regs. § 301

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 present a passing score on each content exam below:

PRAXIS 5355 (145) 5354 (151) accepted until 08.31.2029

PRAXIS 5901 series (as outlined below; may be waived with a valid Colorado teacher license/elementary endorsement)

Mathematics 5903 (157) - 5003 also accepted until 08.31.2026

Social Studies 5904 (155) - 5004 also accepted until 08.31.2026

Science 5905 (159) - 5005 also accepted until 08.31.2026

PRAXIS 5205 (159)

<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, Comprehensive Special Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework To receive an initial educator certificate for comprehensive special education, an applicant shall present evidence of meeting all of the following requirements, in addition to meeting the assessment requirements, as appropriate:

- (a) Holds a bachelor's degree from an approved institution; and
- (b) Has completed a planned program of professional education related to the preparation of teachers of children with handicapping conditions and presents the recommendation of an approved institution based on the applicant's skill related to knowledge and competence acquired through study and experience in:
 - (1) Psychoeducational theory and development of handicapped children;
 - (2) Diagnosis of handicapped children;
 - (3) Program planning and evaluation of handicapped children;
 - (4) Curriculum and methods of teaching handicapped children; and
 - (5) Supervised observation, participation, and full-time responsible student teaching, totaling at least six but not more than 12 semester hours of credit, dealing with at least two handicapping conditions covered by the comprehensive special education endorsement.

Conn. Agencies Regs. 10-145d-540

Supervised Experience (In-Program) Supervised observation, participation and full-time responsible student teaching totaling at least six but not more than 12 semester hours of credit

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 Conn. Agencies Regs. 10-145d;

Conn. Gen. Stat. Ann. § 10-145b

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, Special Education Teacher of Students with Disabilities Standard Certificate

(Must hold certificate in content area first)

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

Special Education Teacher of Students with Disabilities (Category) Standard Certificate

4.1.1.2 Earned a bachelor's, master's, or doctoral degree from a regionally accredited college or university with a minimum of 30 semester hours of coursework in special education or teaching students with disabilities 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

4.1.2 An applicant applying after June 30, 2027 shall also have satisfactorily completed 6 college credits in evidence-based reading instruction under 14 Del.C. §1280(c)(3) or an equivalent number of hours in professional development with 1 credit equating to 15 hours taken either as part of a degree program or in addition to a degree program from a regionally accredited college or university or a professional development provider approved by the Department.

14 Del. Admin. Code 1571

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

4.1.3 The applicant shall have achieved a minimum score on 1 of the following examinations:

4.1.3.1 A minimum score of 151 on the Praxis Subject Assessment - Special Education: Core Knowledge and Applications (ETS Test Code #5354); or

4.1.3.2 A minimum score of 145 on the Praxis Special Education: Foundational Knowledge (ETS Test Code # 5355).

14 Del. Admin. Code 1571

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, Non-Categorical Special Education (P-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 D.C. Mun. Regs. tit. 5-A, § 1601

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? N/A
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, Certification in Exceptional Student Education--Academic Class (K-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, Special Education General Curriculum (P-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

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:

(i) 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, Special Education (PreK-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) None found

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

Board/Agency Name Guam Commission for Educator Certification

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

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

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, Special Education: Mild/Moderate (P-12 or P-3 or K-6 or 6-8 or 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. Code R. 8-54

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), Exceptional Child Generalist (K-8 or 6-12 or K-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.

07. Exceptional Child Generalist (K-8, 6-12, or K-12). The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with clinical experience to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must complete thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (7-1-21)T
Idaho Admin. Code r. 08.02.02.023

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 Idaho Admin. Code r. 08.02.02

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) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required N/A

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, Learning Behavior Specialist I (P-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.

(2) the applicant must:

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

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

Supervised Experience (In-Program) None found

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

Board/Agency Name Illinois State Board of Education

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

Statute/Regulation/Rule Citation Ill. Admin. Code tit. 23;

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

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. This coursework can be taken through the applicant's out-of-state EPP and should be verified with form 80-02, which is linked in the next column.

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>

The coursework requirement does not apply to those out-of-state applicants holding a license, applying through reciprocity.

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, Exceptional Needs: Mild Intervention (PreK-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) None found

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

Board/Agency Name Indiana Department of Education

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

Statute/Regulation/Rule Citation 511 IAC 10.1; 511 IAC 16-2-3

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, Instructional Strategist I: Mild/Moderate (K-8 or 5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Iowa Admin. Code 282-14.2

14.2(2) Instructional strategist I: mild and moderate.

a. Option 1--K-8 mild and moderate. This endorsement authorizes instruction in all K-8 mild and moderate instructional special education programs without regard to the instructional model. An applicant for this option must complete the following requirement and must hold a regular education endorsement. See rule 282-13.26(272). The applicant must present evidence of having completed the following program requirements.

(1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

(2) Characteristics of learners. Preparation which includes various etiologies of mild and moderate disabilities, an overview of current trends in educational programming for mild and moderate disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming, and includes the general developmental, academic, social, career and functional characteristics of individuals with mild and moderate disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities.

(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of the mildly and moderately disabled, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at the K-8 level. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Student teaching. Student teaching in a K-8 mild and moderate special education program.

b. Option 2--K-8 mild and moderate. To obtain this endorsement, the applicant must hold a valid Iowa license with either a K-8 or 5-12 special education instructional endorsement and must meet the following basic requirements in addition to those set out in paragraph 14.2(2)"a."

(1) Child growth and development with emphasis on the emotional, physical, and mental characteristics of elementary age children, unless completed as part of the professional education core.

(2) Methods and materials for teaching elementary language arts.

(3) Remedial reading.

(4) Elementary curriculum methods and material, unless completed as part of another elementary level endorsement program (e.g., rule 282-13.26(272) or a similar elementary endorsement program).

(5) Methods and materials for teaching elementary mathematics.

c. Option 1--5-12 mild and moderate. This endorsement authorizes instruction in all 5-12 mild and moderate instructional special education programs without regard to the instructional model. An applicant for this option must complete the following requirements and must hold a regular education endorsement. See rule 282-13.28(272). The applicant must present evidence of having completed the following program requirements.

(1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

(2) Characteristics of learners. Preparation which includes various etiologies of mild and moderate disabilities, an overview of current trends in educational programming for mild and moderate disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming, and includes the general developmental, academic, social, career and functional characteristics of individuals with mild and moderate disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities.

(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of

psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of the mildly and moderately disabled, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at the 5-12 level. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Transitional collaboration. Sources of services, organizations, and networks for individuals with mild and moderate disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

(8) Student teaching. Student teaching in a 5-12 mild and moderate special education program.

d. Option 2--5-12 mild and moderate. To obtain this endorsement, the applicant must hold a valid Iowa license with either a K-8 or 5-12 special education instructional endorsement and must meet the following basic requirements in addition to those set out in paragraph 14.2(2)"c."

(1) Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children, unless completed as part of the professional education core.

(2) Adolescent reading or secondary content area reading.

(3) Secondary or adolescent reading diagnosis and remediation.

(4) Methods and materials for teaching adolescents with mathematics difficulties or mathematics for the secondary level special education teacher.

(5) Secondary methods unless completed as part of the professional education core.

Supervised Experience (In-Program) Student teaching in a K-8 or 5-12 mild and moderate special education program

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 Admin. Code 282-13

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required None

Notes None

Last Reviewed Date 7/29/2024

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

State/Territory Kansas

License Title Initial Teacher License, Low Incidence Special Education (Functional Special Education) (K-6 or 5-8 or 6-12 or 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 from state/territory where program is approved meet educational requirements.

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

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

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

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

Kan. Admin. Regs. 91-1-204

Supervised Experience (In-Program) None found

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

Board/Agency Name Kansas State Department of Education

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

Statute/Regulation/Rule Citation K.A.R. 91-1-204

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/31/2024

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

State/Territory Kentucky

License Title Provisional Certificate or Statement of Eligibility (if not employed), Exceptional Children-Learning and Behavior Disorders (Primary-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, Mild to Moderate

Disabilities (1-5 or 4-8 or 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) N/A

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

Board/Agency Name Louisiana Department of Education

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

Statute/Regulation/Rule Citation La. Admin Code. tit. 28, Pt CXXXI, § 511

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)

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, Children with Disabilities (Birth-Age 5 or K-8 or 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, § 2.1

2.1 Endorsement 282: Teacher of Children with Disabilities

A. Function: This endorsement on a teacher certificate allows the holder to teach children with disabilities and to consult with teachers, children, and parents/guardians. The endorsement specifies the applicable grade levels: birth to school age 5, kindergarten through grade 8, or grades 7 through 12.

B. 2. Endorsement Eligibility Pathway 2

(a) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule;
(b) Completed a minimum of 24 semester hours in special education with three courses (at least three semester hours each) in the following areas: evaluation and assessment, specially designed instruction (SDI), and reading instruction, including phonemic awareness and phonics using evidence-based practices.

Additionally, at least one course (at least three semester hours) must address one of the following areas: Universal Design for Learning (UDL), inclusion and least restrictive environment (LRE), types of disabilities, program planning, behavior intervention and supports, special education law and implementation.

The remaining semester hours must come from the above list or other special education courses.

(c) For the birth to school age 5 grade level, completed a minimum of three semester hours for teaching early childhood special education;

(d) Completed a minimum of three semester hours in diversity-centered content related to today's classroom (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods);

(e) Completed a minimum of three semester hours in human development, educational psychology, developmental psychology, adolescent psychology, or child development;

(f) Passed basic skills test in reading, writing, and mathematics, in accordance with Maine Department of Education Regulation 13, or

achieved at least a 3.0 cumulative GPA in all courses required for the certification, or completed a successful portfolio review demonstrating competency in Maine's Initial Teacher Standards; and

(g) 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: birth to school age 5, kindergarten through grade 8, or grades 7 through 12. This requirement shall be waived upon completion of one full year of successful teaching under a conditional certificate in this endorsement area at the specified grade level.

NOTE: Section 2.1.B.2.f, above, does not apply to this endorsement for birth to age 5.

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 05-071 CMR Ch. 115, Pt. II; 20-A M.R.S.A. § 13013

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), Special Education (Infant-Grade 3 or 1-8 or 6-Adult)

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) Certificate holders with certification in early childhood education, elementary education, and special education Infant-3 and 1-8 are required to complete 12 semester hours in reading, which shall include:

Processes and acquisition of reading skills

Methods of teaching reading

Reading assessment

Materials for teaching reading

Certificate holders with certification in a secondary content area, special education 6- Adult, PreK-12 disciplines and library media specialist are required to complete 6 semester hours in reading, which shall include:

Types of reading

Reading assessment

Reading instruction

Strategies for intrinsic and extrinsic motivation for reading

Teaching students to learn from text

Processing multimedia information and strategies to connect reading with study skills

Integrating content area goals with reading goals

These courses are typically titled "Literacy in the Content Area" or "Reading in the Content Area."

When do I need to complete these courses?

Outstanding reading coursework is due at the renewal of the professional certificate. At the time of initial certification, the MSDE will provide you with a Reading Summary outlining what courses are required.

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), Moderate Disabilities (PreK-8 or 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) None found

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

Board/Agency Name Massachusetts Department of Elementary and Secondary Education

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

Statute/Regulation/Rule Citation M.G.L.A. 71 § 38G; 603 CMR 7.05

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 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 None found

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? N/A

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;

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) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required N/A

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 Teacher License, Special Education: Academic and Behavioral Strategist (K-Age 21)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Subpart 1. Licensure requirements.

A. A candidate recommended for licensure in special education shall complete the core skill area licensure requirements in subpart 2 as part of each special education teacher preparation program approved under chapter 8705 by the Professional Educator Licensing and Standards Board.

B. A candidate recommended for licensure in special education shall meet the statutory requirements regarding comprehensive scientifically based reading instruction required by Minnesota Statutes, section 122A.09, subdivision 4, paragraph (e), and as specified in part 8710.3200, subpart 3, items C to F.

Subp. 2. Core skill areas. A teacher of special education possesses understandings and skills in special education foundations: referral, evaluation, planning, and programming processes; instructional design, teaching, and ongoing evaluation; and collaboration and communication in items A to D.

A. Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

- (1) role of special education within the structure of a single, evolving, and changing education system that provides, based on an individualized planning and programming process, free appropriate public education to students in special education through a continuum of services;
- (2) relationship of special education to other components of the education system, including access to grade-level content standards, prevention efforts and early intervening services, Title 1, bilingual education, the education of English learners, Section 504 accommodations, and gifted education;
- (3) historical and philosophical foundations, legal bases, ethical principles and standards of professional practice, principles of evidence-based practice, the effects of attitudes and expectations, and contemporary issues pertaining to the education of individuals with disabilities;
- (4) definitions, characteristics, and educational implications for students with disabilities eligible for special education services;
- (5) similarities and differences among the cognitive, physical, sensory, cultural, social, emotional, behavioral, and communication needs of individuals with and without disabilities and across different disabilities;
- (6) impact of coexisting conditions, multiple disabilities, and gifts and the implications for the provision of educational services;
- (7) impact of gender, familial background, socioeconomic status, racial, cultural, and linguistic diversity on disabilities and involvement in all aspects of special education;
- (8) rights and responsibilities of students, parents, teachers, other professionals, and schools related to students with disabilities;
- (9) medical terminology and educational implications of medical conditions, including the effect of medication and specialized health care in educational settings;
- (10) standards for restrictive procedures, alternatives to using those procedures, the risks of using those procedures including medical contraindications, and principles of individual and schoolwide positive behavioral interventions and supports, including the roles of systems, data, and practices;
- (11) the importance and utility of parent involvement in student academic achievement, and the implications for the provision of educational services;
- (12) legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities; and
- (13) roles and organizational structures of general and special education and the part they play in providing total services to all students.

B. Referral, evaluation, planning, and programming: A teacher of special education understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement. The teacher must be able to:

- (1) convey the rights and responsibilities of students, parents, teachers, and schools regarding the provision of educational services to students with disabilities;
- (2) satisfy the due process, data privacy, procedural safeguards, and ethical requirements of the referral, evaluation, planning, and programming processes of special education;
- (3) satisfy child find requirements during universal screening and early intervening efforts;
- (4) integrate multiple sources of student data relative to progress toward grade-level content standards from prior prevention and alternate instruction efforts into the referral process;
- (5) implement required prereferral intervention procedures;
- (6) design, facilitate, and support a comprehensive, multidisciplinary evaluation process using unbiased assessment measures;
- (7) select and use assessment measures and procedures that are technically adequate and appropriate for the student and specific assessment purpose, including assistive technology supports where appropriate;
- (8) communicate the results of assessments and the evaluation process to students, families, teachers, and other professionals;
- (9) understand the effects of various physical and mental health conditions, including the effects of medications, on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities when planning and administering assessments;
- (10) conduct functional behavioral assessments and use the results to develop behavior intervention plans;
- (11) assess the impact of environmental factors on assessment results and the special education evaluation, planning, and programming process;
- (12) assess the impact of gender, familial background, socioeconomic status, and cultural and linguistic diversity on assessment results and the special education referral, evaluation, planning, and programming process;
- (13) integrate multiple sources of data to develop individualized educational programs and plans;

- (14) produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each;
- (15) support the selection, acquisition, and use of assistive technology and supplementary aids and services in collaboration with parents and specialists; and
- (16) address the transition needs of students to enhance participation in family, school, recreation or leisure, community, and work life, including personal self-care, independent living, safety, and prevocational and vocational skills.
- C. Instructional design, teaching, and ongoing evaluation: A teacher of special education understands how to provide and evaluate specially designed instruction to meet the unique needs of students in special education through individualized educational plans. The teacher must be able to:
- (1) adapt and modify curriculum and deliver evidence-based instruction, including scientific research-based interventions when available, aligned with state and local grade-level content standards to meet individual learner needs;
- (2) lead individual education plan teams through statewide assessment options to make appropriate decisions for a learner's participation within the statewide assessment system;
- (3) apply evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade-level content standards;
- (4) use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning;
- (5) collaborate with other professionals and parents on the design and delivery of prevention efforts, early intervening services, prereferral interventions, English learning, gifted education, and intervention strategies to promote the academic, behavioral, linguistic, communication, functional, social, and emotional competency of students;
- (6) apply behavioral theory, student data, evidence-based practices, and ethics in developing and implementing individual student and classroom behavior management plans;
- (7) design and manage positive instructional environments that convey high expectations for students to develop independence, self-motivation, self-direction, self-regulation, and self-advocacy;
- (8) teach in a variety of service delivery models, including the delivery of specially designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals;
- (9) apply systematic procedures for compiling and using data for the purposes of continuous progress-monitoring, modification of instruction, and program and schoolwide improvement;
- (10) apply knowledge of comprehensive scientifically based reading instruction including phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension as required in subpart 1, item B;
- (11) construct and implement instructional sequences to address and teach transition skills based on the cognitive, affective, and academic strengths of each student and plan for transition from school to community living, recreational and leisure, postsecondary training, career training, and employment.
- D. Communication and collaboration: A teacher of special education cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support student development and educational progress. The teacher must be able to:
- (1) understand how disabilities can impact families as well as the student's ability to learn, interact socially, and contribute to the community throughout the life span;
- (2) take into account the dynamics, roles, and relationships within families and communities resulting from differences in familial background, socioeconomic status, and cultural and linguistic diversity and collaborate with language interpreters and cultural liaisons when communicating with families and planning and implementing services;
- (3) assist families in identifying resources, priorities, and concerns in relation to a child's development and education;
- (4) work collaboratively with family members, including children and youth, in designing, implementing, and evaluating individual educational plans and programs;
- (5) facilitate and manage student-specific teams, including those for child study, individualized education program planning, and planning for transitions;
- (6) understand and make use of structures supporting interagency collaboration, including interagency services, agreements, referral, and consultation;
- (7) provide consultation to and receive it from other professionals regarding specially designed instruction and program organization and development for children and youth and families;
- (8) direct and monitor the activities of paraprofessionals, aides, volunteers, and peer tutors;
- (9) access services, networks, agencies, and organizations relevant to the needs of the children and youth and their families;
- (10) access and evaluate information, research, and emerging practices relevant to the field of special education through consumer and professional organizations, peer-reviewed journals, and other publications;
- (11) engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families; and
- (12) cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes.
- Subp. 3. Program requirements.
- A. An institution applying to the Professional Educator Licensing and Standards Board for approval to prepare teachers of special education in parts 8710.5100 to 8710.5800 shall incorporate the requirements of this part in each preparation program.
- B. All colleges and universities approved by the board to prepare persons for classroom teacher licensure must include in teacher preparation programs research-based best practices in reading, consistent with Minnesota Statutes, section 122A.092, subdivision 5, that enable the licensure candidate to know how to teach reading in the candidate's content areas.
- Subp. 4. Effective date. The requirements in this part are effective January 1, 2013, for all applicants for licensure in areas or fields in special education.

Subpart 1. Scope of practice. A teacher of special education: academic and behavioral strategist is authorized to provide evaluation and specially designed instruction to eligible children and youth with disabilities from kindergarten through age 21 who have a range of mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. These students come from the primary disability areas of autism spectrum disorders (ASD), developmental cognitive disability (DCD), emotional or behavioral disorders (EBD), other health disorders (OHD), and specific learning disabilities (SLD). This teacher is not prepared to serve needs beyond those that are moderate in these disability areas. The teacher with this license may work in collaboration with, but not replace the expertise and services of those who serve children and youth with a disability in the areas of: blind or visually impaired, deaf or hard of hearing, deaf-blind, speech and language impairment, physical impairments, traumatic brain injury, and severely multiply impaired. For these children and youth, a teacher with the academic and behavioral strategist (ABS) licensure would need to refer to an educational professional with expertise, certification, or specific special education licensure. This teacher is required to collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized education program plans.

Subp. 2. License requirements. A candidate for licensure to teach students from kindergarten through age 21 who have a range of mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance 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 of effective practice for licensing of beginning teachers in part 8710.2000;

C. demonstrate core skill requirements in part 8710.5000; and

D. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to licensure of teachers of special education: academic and behavioral strategist in subpart 3.

Subp. 3. Subject matter standard. A candidate for licensure as a teacher of special education: academic and behavioral strategist must complete a preparation program under subpart 2, item D, that must include the candidate's demonstration of the knowledge and skills in items A to E.

A. Foundational knowledge. A teacher of special education: academic and behavioral strategist understands the foundations of special education services for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance on which to base practice. The teacher must demonstrate knowledge of the:

- (1) central concepts, tools of inquiry, history and context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs;
- (2) laws, policies, and ethical principles regarding behavior management planning and implementation of positive behavior supports for students with challenging behavior;
- (3) educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities, including those from culturally and linguistically diverse backgrounds;
- (4) etiology, characteristics, and classifications of students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and traumatic brain injury;
- (5) similarities and differences across disabilities, including impact of coexisting conditions or multiple disabilities, on acquisition of academic, behavioral, functional, social, emotional, and communication skills and how to meet the needs in a range of service delivery models;
- (6) levels of support required and a continuum of related services available for students with developmental cognitive and other disabilities to succeed in a range of environments;
- (7) research-based theories of behavior and the impact of disability, gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions and interpretations of behavior for students with emotional or behavioral disorders and other disabilities;
- (8) impact of abuse and dependency on individuals, their families, and the community;
- (9) impact of information processing deficits on children and youth with specific learning disabilities and other disabilities;
- (10) legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities;
- (11) how attributions, anxiety, withdrawal, and thought disorders affect learning and behavior; and
- (12) the major mental health disorders manifested during early childhood, childhood, adolescence, and adulthood and the complexities of comorbidity including behavioral manifestations of these disorders and their effects on learning and implications for instruction.

B. Referral, evaluation, planning, and programming. A teacher of special education: academic and behavioral strategist understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

- (1) select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools;
- (2) design, implement, evaluate, and adjust as needed, research-based interventions based on screening results, information from families, and performance data in the context of general education instruction and prereferral interventions;
- (3) consult and collaborate with school personnel and families to maintain educational supports found to be effective during prereferral interventions and needed in the general education classroom;
- (4) apply decision-making procedures based on data to determine when students are not responding to interventions and should be referred for a formal, comprehensive evaluation;
- (5) evaluate one's own knowledge, strengths, and limitations in evaluation planning, administration, and interpretation of results to assemble a comprehensive team with the capacity to assess all known and suspected areas of student needs, disability, and level of severity, in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and other related disabilities;
- (6) select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation

checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns;

(7) complete, as a member of a team, a systematic, functional behavioral assessment including consideration of the forms and functions of behaviors, context in which behaviors occur, and antecedents and consequences of behaviors for the purpose of developing an individual positive behavior support plan;

(8) integrate assessment results and information available from family, school personnel, legal system, medical, and mental health providers into the evaluation, planning, and programming process;

(9) communicate the purpose, procedures, and results of interventions, assessments, and the evaluation process to students, families, educators, and other professionals;

(10) collaborate with teachers, specialists, and related service providers, to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum;

(11) address factors such as gender, socioeconomic status, and familial, cultural, and linguistic diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities; and

(12) design and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals.

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: academic and behavioral strategist understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

(1) utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards;

(2) design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs;

(3) design, implement, monitor, and adjust goals and objectives to address the individual strengths and needs of students with autism spectrum disorders, developmental cognitive disabilities, emotional or behavioral disorders, specific learning disabilities, and other health disabilities;

(4) monitor, collect, summarize, evaluate, and interpret data to document progress on skill acquisition and make adjustments to and accommodations in instruction;

(5) select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;

(6) apply strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self-assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition;

(7) modify instruction and teach skills to increase accuracy, fluency, academic vocabulary, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues;

(8) modify instruction and teach skills to increase accuracy and proficiency in mathematical reasoning and calculation;

(9) collect and interpret academic progress monitoring data using a variety of assessment tools, including general outcome measures, curriculum-specific measures, and grade-level content standard measures;

(10) design, implement, monitor, and adjust instructional programs;

(11) utilize assistive technology devices, accessible instructional materials, and accommodations to strengthen or compensate for differences in perception, attention, memory, processing, comprehension, and expression;

(12) design, implement, monitor, and adjust a range of evidence-based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills;

(13) access information from functional behavioral assessments in order to develop, implement, monitor, evaluate, and revise as needed an individual positive behavioral support plan across settings and personnel;

(14) design functional and safe school and classroom environments, utilize classroom management theories and strategies, establish consistent classroom-based positive behavioral support practices, and apply individual positive behavioral interventions and practices to support learning, behavior, social, and emotional needs; and

(15) collect, interpret, and use data to monitor the effectiveness of replacement behaviors, prompts, routines, and reinforcers in changing and maintaining positive behaviors.

D. Collaboration and communication. A teacher of special education: academic and behavioral strategist cultivates and maintains positive, collaborative relationships with children and youth with disabilities who have a range of mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance, families, educators, other professionals, and the community to support development and educational progress. The teacher must be able to:

(1) access services, networks, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, and other health disabilities and their families;

(2) understand the issues and resources and apply strategies needed when transitioning and reintegrating children and youth into and out of alternative environments;

(3) provide and receive consultation and collaborate with educators, specialists, families, paraprofessionals, and interagency professionals for the purposes of observation, problem-solving, providing positive behavior supports, and coaching in order to improve the academic and nonacademic performance of children and youth;

(4) differentiate the roles and responsibilities of mental health professionals and agencies from those of school professionals in

order to align services to children and youth with disabilities;

(5) assist children and youth and families in understanding terminology and identifying concerns, priorities, and resources during the identification of a disability and at critical transition points across the life span;

(6) apply cultural competencies, including self-awareness of one's personal perspectives, when communicating and problem solving, taking into account differences in familial background, socioeconomic status, and cultural and linguistic diversity;

(7) collaborate and actively participate with stakeholders to develop, implement, and refine schoolwide systems of academic and behavioral supports;

(8) cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes;

(9) access and evaluate information, research, and emerging practices relevant to the fields of autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, other health disabilities, and academic and behavioral interventions through consumer and professional organizations, peer-reviewed journals, and other publications; and

(10) engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.

E. Clinical experiences. A teacher of special education: academic and behavioral strategist applies the standards of effective practice in teaching students who have a range of mild to moderate needs from the primary disability areas of autism spectrum disorders, developmental cognitive delays, emotional or behavioral disorders, other health disorders, and specific learning disabilities in primary (kindergarten through grade 4), middle level (grades 5 through 8), and secondary (grades 9 through 12, including transition programs) settings.

Subp. 4. Continuing licensure. A continuing license shall be issued and renewed according to rules of the Professional Educator Licensing and Standards Board governing continuing licenses.

Subp. 5. Effective date. The requirements in this part for licensure as a teacher of special education: academic and behavioral strategist are effective January 1, 2013, and thereafter.

Minn. R. 8710.5050

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.092;

Minnesota Rules, part 8710.0313

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 Five Year Educator License, Special Education: Mild/Moderate Disability (K-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. 14.9;
Miss. Code Ann. § 37-3

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, Special Education-Mild/Moderate Cross-Categorical Disabilities (K-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) None found

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

Board/Agency Name Missouri Department of Elementary & Secondary Education

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

Statute/Regulation/Rule Citation V.A.M.S. 168.021;

5 MO ADC 20-400

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, Special Education (P-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.

(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 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, Special Education Generalist (K-6 or 7-12 or K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

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

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

AND

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

006.57 Special Education Generalist

006.57A Grade Levels: K-6, 7-12; K-12

006.57B Endorsement Type: K-6 or 7-12 - Subject K-12 - Field

006.57C Persons with this endorsement may teach and provide services in accordance with 92 NAC 51 for children and youth who have one or more verified disabilities.

006.57D Certification Endorsement Requirements: This endorsement requires:

006.57D1 For a Subject endorsement, kindergarten through grade six (K-6), or grades seven through twelve (7-12), a minimum of 42 semester hours is required, of which 30 semester hours must be special education content coursework; or

006.57D2 For a Field endorsement, kindergarten through grade 12 (K-12), a minimum of 51 semester hours is required, of which 36 semester hours must be special education content coursework.

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

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

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

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

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

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

Board/Agency Name Nebraska Department of Education

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

Statute/Regulation/Rule Citation Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 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), Exceptional Pupils-Generalist/Mild to Moderate (K-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 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, Special Education (K-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 507.40

- (a) To be licensed as a special education teacher the candidate shall have at least a bachelor's degree.
- (b) A candidate for licensure as a special education teacher shall have skills, competencies, and knowledge in the following areas:
 - (1) In the area of foundations, the candidate shall have the ability to:
 - a. Describe the philosophies, historical perspectives, theories, models, federal law, state law, and case law related to knowledge and practice in general and special education;
 - b. Understand how philosophical and historical perspectives influence professional practice;
 - c. Understand the role of families in supporting the development of a student's ability to learn, interact socially, and live as a contributing member of the community;
 - d. Understand the functions of schools, school systems, and other agencies and their relationships to general and special education; and
 - e. Understand the components of a legally defensible education program;
 - (2) In the area of development and characteristics of learners, the candidate shall have the ability to:
 - a. Describe the similarities and differences in human growth and development of individuals with and without disabilities within and across cognitive, academic, developmental, social, language, sensory, diversity, physical, and emotional and behavioral areas;
 - b. Define the characteristics and their respective educational implications of all types of disabilities in federal statutes, federal regulations, and Ed 1100;
 - c. Demonstrate knowledge and understanding of diversity, families, communities, gender, and society that influence learning; and
 - d. Demonstrate understanding of the influences of environment and co-existing conditions, disabilities, or both, in individuals;
 - (3) In the area of learning differences, the candidate shall have the ability to:
 - a. Understand and utilize the results of individuals' evaluations, assessments, and other information from a variety of sources, including parents and students, to identify academic, developmental, social, emotional, behavioral, functional skills, and post-secondary transition educational needs;
 - b. Demonstrate knowledge and understanding of the learning differences, preferences, and needs of students with disabilities including multiple influences of human growth and development in collaboration with team members in the development of individualized educational programs;
 - c. Understand how the learning differences, preferences, and needs of students with disabilities affect progress in the general curriculum, extracurricular activities, and other nonacademic areas;
 - d. Identify levels of special education services, supplementary aids and services, and support for school personnel to create inclusive instructional opportunities that accommodate diverse learning needs;
 - e. Understand and utilize the diverse range of a student's approach to learning and the range of modifications and accommodations that can be used to support learning;
 - f. Understand the concept of least restrictive environment and the continuum of educational environments; and
 - g. Recognize the relationships among a student's academic, social, emotional, behavioral and functional abilities, attitudes, and interests on instruction, transition planning, and career development;
 - (4) In the area of learning and social environments, the candidate shall have the ability to:
 - a. Incorporate research-based instructional frameworks to promote access, equity, and respect for all students in the general education environments;
 - b. Use effective routines, clear expectations and procedures to create safe, caring, respectful, and productive learning environments;
 - c. Use a range of preventive and responsive practices documented as effective to support an individual's social, emotional, and educational well-being;
 - d. Collaboratively select, administer, analyze, and interpret multiple measures of student's learning, behavior, and the classroom environment to evaluate and adapt classroom settings utilizing interventions and adapting instructions;
 - e. Structure learning environments and activities to develop and foster a student's self-awareness, self-management, self-regulation, self-reliance, and self-esteem; and
 - f. Provide positive and constructive feedback to guide a student's learning and behavior;
 - (5) In the area of assessment, the candidate shall have the ability to:
 - a. Understand federal law, state law, and administrative rules pertaining to students with disabilities for required assessments and qualified examiners by disability type for the evaluation of students with disabilities as part of assessment related to the special education process;
 - b. Understand procedures and timelines for the referral, evaluation, and determination of eligibility for special education and related services;
 - c. Understand the range of formal and informal assessments, instruments, and results and their purposes in the special education process for making educational decisions;
 - d. Collaboratively select, administer in native language, communication mode, or both, and interpret multiple formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable, understand their limitations, and demonstrate the ability to write a formal report;
 - e. Systematically use data from a variety of sources to identify the function served by problem behavior to plan, implement, and evaluate behavioral interventions;
 - f. Assess, analyze, interpret, and communicate a student's progress towards measurable outcomes, using technology as appropriate, to inform both short- and long-term planning and make ongoing adjustments to instruction; and
 - g. Demonstrate an understanding of the manifestation determination process;

- (6) In the area of instructional planning and strategies, the candidate shall have the ability to:
- Collaboratively plan and participate in best practices in co-teaching to strengthen learning and achievement in the general curriculum for students with disabilities;
 - Incorporate supports, services, and supplementary aids, including equipment, materials, and assistive technology, across all environments;
 - Design and implement effective strategies that promote active student engagement, increase student motivation, and enhance self-regulation of a student's learning;
 - Utilize evidence-based interventions and strategies from multiple approaches validated for specific characteristics of learners based on formative and summative assessment, to create and implement lesson plans for academic, social, and behavioral content that are responsive to diverse backgrounds;
 - Support the implementation of annual measurable goals, with specially designed instruction, accommodations, and modifications;
 - Provide specially designed instruction for students with disabilities to increase accuracy and proficiency in the areas of:
 - Reading and writing including phonemic awareness;
 - Phonics;
 - Fluency;
 - Vocabulary;
 - Comprehension; and
 - Written expression;
 - Provide specially designed instruction for students with disabilities to increase accuracy and proficiency in the areas of:
 - Counting and cardinality;
 - Operations and algebraic thinking;
 - Numbers and operations base ten;
 - Numbers and operations with fractions;
 - Measurement and data;
 - Geometry;
 - Ratios and proportional relationships;
 - The number system;
 - Functions; and
 - Statistics, and probability;
 - Identify and explicitly teach executive functioning and social skills;
 - Identify and teach strategies for preparing individuals to live independently, cooperatively, and productively in society;
 - Use individualized strategies to enhance language development and communication skills; and
 - Use progress monitoring from ongoing assessment data to evaluate instruction and student performance, and make responsive adjustments to instruction or individual education plan;
- (7) In the area of curricular content and knowledge, the candidate shall have the ability to:
- Use theories and research that form the basis of curriculum development and instructional practices;
 - Use state, local, or both content standards for planning, teaching, accommodating, and assessing to individualized learning across all settings;
 - Use technology related to curriculum content for planning and managing teaching and learning environments; and
 - Integrate effective social and life skills within the academic curriculum;
- (8) In the area of professional practice, the candidate shall have the ability to:
- Identify organizations and publications relevant to students with disabilities;
 - Identify sources of unique services, networks, and organizations for students with disabilities;
 - Describe the rights and responsibilities of schools, students, families, teachers, and other professionals related to the identification, placement, and services of students with disabilities in accordance with procedural safeguards of Ed 1120 and 34 CFR 300.504, May 2017, as referenced in Appendix II; and
 - Understand how issues of human diversity can impact families, cultures, and schools, in the delivery of special education services; and
- (9) In the area of collaboration, the candidate shall have the ability to:
- Utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
 - Collaborate, communicate, and coordinate with families paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without disabilities;
 - Collaborate, communicate, and coordinate with professionals and state and local agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with disabilities and their families;
 - Advocate for and secure appropriate services for students with disabilities; and
 - Foster respectful and beneficial relationships between families and professionals through the use of meaningful parent engagement;
- (c) Each candidate for licensure as a special education teacher for students age 5 up to age 21 shall have the following skills, competencies, and knowledge through a combination of academic and clinical field-based experiences:
- Skill in engaging students with and without disabilities from age 5 up to age 21; and
 - Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a student with disabilities.
- (d) Special education licensure shall qualify a teacher to:
- Teach specially designed instruction to students with disabilities whose placement is along the continuum of alternative

educational environments but do not require the specialized knowledge and skills of an educator with a categorical endorsement as defined in Ed 507.42 through Ed 507.47; and

(2) Teach curriculum, aligned to alternative academic standards, in consultation with certified content area teachers, to children with disabilities.

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. Code Admin. R. Ed 507

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, Students with Disabilities (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework This endorsement authorizes the holder to teach students classified with disabilities to one of the designated populations as per the teachers' content and/or grade level endorsements authorize. They may also provide consultative services and supportive resource programs including modification and adaptation of curriculum and instruction to students with disabilities in general education programs in grades preschool through 12.

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 post-baccalaureate 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.

Instructional Certification

- The Teacher of Students with Disabilities endorsement is not a standalone certificate. Candidates need to hold a CE, CEAS or standard NJ instructional certificate with an endorsement appropriate to the subject or grade level to be taught. If you have not yet applied for instructional certification, please see the NJ DOE website for details and a listing of instructional endorsements.

Professional Teacher Preparation

- Current regulations for certification require that applicants complete a State-approved Teacher of Students with Disabilities program that culminates in supervised clinical practice. When you apply, please attach the Verification of Program Completion form.

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.A.C. 6A:9B-9

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 Listing of certificates/endorsements: <https://www.nj.gov/education/certification/certsandtitles/>

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 Initial Teaching License, Special Education (PK-12)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? Yes
Specific Coursework <https://webnew.ped.state.nm.us/bureaus/licensure/licensure-requirements/special-education-pre-k-12/>
Official sealed transcripts reflecting completion of a Bachelor's degree from a regionally accredited college or university; and
30 semester hours in special education course work to include student teaching; and
6 semester hours in teaching reading for those who first entered any college or university on or after August 1, 2001; and
24 semester hours in teaching field, e.g., language arts, social studies, math, etc.
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. S. A. 1978, § 22-10A;
N.M. Admin. Code 6.60
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, Students with Disabilities (Birth-Grade 2 or 1-6 or 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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Required workshops:

Child Abuse Identification and Reporting

Dignity for All Students Act (DASA)

School Violence Prevention and Intervention

Experience (After Graduating/Outside of Program) None found

Exam(s) Required New York

Notes Requirement lookup tool: <https://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Resources for course deficiencies: <https://www.highered.nysed.gov/tcert/cwksatisfyunmetreq.html>

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, Special Education: Cross Categorical (Mildly/Moderately Disabled) (K-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;

16 NCAC 6C.0300

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 Out-of-State Reciprocal or Other State Educator, Special Education: Strategist (K-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) None found

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

Board/Agency Name North Dakota Education Standards and Practices Board

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

Statute/Regulation/Rule Citation NDCC 15.1-13

Must Out-of-State Program Graduate Hold License to Qualify? No - applicants who graduated from an out-of-state program are encouraged to obtain license in their school's state, but not required. Non-licensed out-of-state graduates must meet ND standards. See <https://www.nd.gov/espb/licensure/license-information/license-faqs>

Must License Applicant Hold Private Certification? No

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

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

NDAC 67.1-02-02-07

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Northern Mariana Islands
License Title Initial Educator, Basic I, Special Education - Mild to Moderate (K-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.
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name Commonwealth of the Northern Mariana Islands State Board of Education
Board/Agency Website <https://www.cnmipss.org/state-boe-certification>
Statute/Regulation/Rule Citation 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)
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 One Year Out-of-State (if employed by OH school and need to complete Reading Coursework) or Two Year Resident Educator, Intervention Specialist: Mild/Moderate Need (K-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;

R.C. § 3319

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) From website: <https://education.ohio.gov/Topics/Teaching/Licensure/Out-of-State-Licensure>

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

Nine semester hours in the teaching of reading, and

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

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Ohio

Notes Licensure types: <https://education.ohio.gov/getattachment/Topics/Teaching/Licensure/Out-of-State-Licensure/Teaching-Field-Codes-Teachers-Only.pdf.aspx?lang=en-US>

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 Standard Teaching Certificate, Special Education: Mild/Moderate Disabilities (PK-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 Okla. Admin. Code 210:20-9

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), Special Education: Generalist (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

584-210-0060. Reciprocal Teaching License

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

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

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

Supervised Experience (In-Program) None found

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

Board/Agency Name Oregon Teacher Standards and Practices Commission

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

Statute/Regulation/Rule Citation OAR 584-200

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, Special Education (PK-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. § 12-1206; 22 Pa. Code § 49.171
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, Special Education (K-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;
P.R. Regs. DE Reg. 7643
Must Out-of-State Program Graduate Hold License to Qualify? No
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program) None found
Exam(s) Required None found
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

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

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

State/Territory Rhode Island
License Title Initial Certificate, Special Education (PK-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 200-RICR- 20-20
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, Special Education: Multi-categorical (PK-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 S.C. Code of Regulations R. 43
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 Initial Certificate, Special Education (K-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

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 Out of state flowchart: <https://doe.sd.gov/certification/documents/OOS-Reciprocity-Ed%20Prep.pdf>

Reciprocity options: <https://doe.sd.gov/certification/documents/RECIPROCITY-%20ED.pdf>

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, Special Education Comprehensive (K-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) None found

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

Board/Agency Name Tennessee Department of Education

Board/Agency Website <https://www.tn.gov/education/educators/licensing.html>

Statute/Regulation/Rule Citation Tenn. Comp. R. & Regs. 0520-02

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), Special Education (EC-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) None found

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

Board/Agency Name Texas Education Agency

Board/Agency Website <https://tea.texas.gov/texas-educators/certification>

Statute/Regulation/Rule Citation 19 TAC § 230;

V.T.C.A., Education Code § 21

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, Special Education (K-12 or K-8 or 7-12)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? Yes
Specific Coursework No subject area-specific requirements are available.

From website: <https://www.myviboe.com/certifications>

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) None found

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 <https://vide.vi/human-resources/568-general-certification-requirements.html>

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, Special Education (K-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) None found

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

Board/Agency Name Utah State Board of Education

Board/Agency Website <https://www.schools.utah.gov/licensing>

Statute/Regulation/Rule Citation U.A.C. R277-301

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, Special Educator (K-8 or 7-Age 21)

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 5440-82 Special Educator

The holder is authorized to provide specialized instruction and intervention services, including case management, in any public education setting, to students in grades K-8 and/or grade 7 through age 21, as specified on the endorsement. The holder may also provide comprehensive evaluation and Individual Education Program (IEP) development services with professional and technical assistance from a Consulting Teacher or Director of Special Education. The holder may provide instruction to students who are visually impaired, Deaf, or who have intensive special needs as those terms are defined in federal regulations pertaining to special education eligibility, in consultation with a Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, or Intensive Special Education Teacher.

1. Learner Development and Individual Learning Differences

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. Specifically, they:

- 1.1. understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1.2. use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- 1.3. demonstrate a dedication to helping students achieve college and career readiness

2. Learning Environments

Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Specifically, they:

- 2.1. collaborate with academic teams and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2. use motivational and instructional interventions to support individuals with exceptionalities how to adapt to different environments.
- 2.3. know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

3. Curriculum Content Knowledge

Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. Specifically, they:

- 3.1. understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
- 3.2. understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 3.3. support general and specialized curricula to make them accessible to individuals with exceptionalities.
- 3.4. have knowledge of current student learning standards and relevant state and national education initiatives.
- 3.5. consider needs of students based on their demonstrated proficiencies and help students achieve those needs through personalized instruction.
- 3.6. have the requisite content knowledge to help students access the Common Core State Standards.
- 3.7. understands how the Common Core State Standards are constructed and can be used as a resource to design and implement high quality instruction

4. Assessment

Special Educators use multiple methods of assessment and data-sources in making educational decisions. Specifically, they:

- 4.1. select and use technically sound formal and informal assessments that minimize bias.
- 4.2. use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- 4.3. collaborate with colleagues and families using multiple types of assessment information in making decisions about individuals with exceptionalities.
- 4.4. engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5. Instructional Planning and Strategies

Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. Specifically, they:

- 5.1. consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
- 5.2. use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.3. demonstrate familiarity with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- 5.4. use strategies to enhance language development and communication skills of individuals with exceptionalities
- 5.5. support a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5.6. support mastery and promote generalization of learning.
- 5.7. teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
- 5.8. design and implement targeted intervention that align with the universal core program at the grade level at which a student is enrolled.

6. Professional Learning and Ethical Practice

Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Specifically, they:

- 6.1. use professional ethical principles and professional practice standards to guide their practice.
- 6.2. understand how foundational knowledge and current issues influence professional practice.
- 6.3. understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4. understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5. advance the profession by engaging in activities such as advocacy and mentoring
- 6.6. provide guidance and direction to paraeducators, tutors, and volunteers.

7. Collaboration

Special Educators collaborate with families, other Educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Specifically, they:

- 7.1. use the theory and elements of effective collaboration.
- 7.2. serve as a collaborative resource to colleagues.
- 7.3. use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
- 7.4. engage classroom teachers in innovative practice to ensure students with disabilities have full access to the universal core program.

8. A minimum of a bachelor's degree with a recommendation for licensure in special education, or a minimum of 21 credits in special education

9. A minimum of a practicum (60 hours), or the equivalent, in special education at the elementary/middle (grades K-8) or middle/secondary (grade 7-age 21) instructional level.

For the full grade K-age 21 endorsement, a minimum of a practicum (60 hours), or the equivalent, in special education at both the elementary/middle (grades K-8) and middle/secondary (grade 7-age 21) instructional levels is required.

Supervised Experience (In-Program) A minimum of a practicum (60 hours), or the equivalent, in special education at the elementary/middle (grades K-8) or middle/secondary (grade 7-age 21) instructional level. For the full grade K-age 21 endorsement, a minimum of a practicum (60 hours), or the equivalent, in special education at both the elementary/middle (grades K-8) and middle/secondary (grade 7-age 21) instructional levels is required.

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 Vt. Admin. Code 7-1-13

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, Special Education - General Curriculum (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 8 VAC 20-23-550. Special education - general curriculum K-12.

Endorsement requirements: The candidate shall have:

1. Earned a baccalaureate degree from an accredited institution and graduated from an approved program in special education - general curriculum; or
2. Earned a baccalaureate degree from an accredited institution and completed 27 semester hours in the education of students with disabilities distributed in the following areas:
 - a. Core coursework: 12 semester hours distributed among the following areas:
 - (1) Foundations: three semester hours. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements; and expectations associated with identification, education, and evaluation of students with disabilities.
 - (2) Assessment and evaluation: three semester hours. Includes an understanding and application of the foundation of assessment and evaluation related to best practice in special education, including types and characteristics of assessment, introduction to formal and informal assessment, and the use of assessments and other information to determine special education eligibility, service delivery, curriculum, and instruction of students with disabilities. Understanding of the current legal and ethical issues related to assessment selection and use, including comprehensive evaluation requirements, students with disabilities participation in the state and local accountability systems, assessment options, appropriate grading and testing accommodations, and assessment of students from diverse backgrounds.
 - (3) Collaboration that includes skills in consultation, case management, co-teaching, and collaboration: three semester hours. Includes understanding roles and responsibilities, knowledge and application of effective communication skills and of culturally responsive practices and strategies and the ability to develop home, school, and community partnerships to address the needs of students with disabilities.
 - (4) Management of classroom instruction and behaviors: three semester hours. Includes an understanding and knowledge of research-based classroom management techniques, positive behavior support, and individual interventions and a demonstrated ability to create a safe, orderly classroom environment, including classroom organization, instructional design, and establishment of classroom routines and procedures. Knowledge of the elements of effective instructional planning, differentiation of instruction, and other instructional approaches to enhance student engagement and achievement. Understanding of behavior assessments, data collection and analysis, development, and monitoring of behavior intervention plans.
 - b. General curriculum coursework: 15 semester hours distributed in the following areas:
 - (1) Characteristics: three semester hours. Skills in this area shall include the ability to demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels, including students with learning disabilities, emotional disability, and intellectual disabilities; developmental delay; autism; other health impairments; traumatic brain injury; and multiple disabilities.
 - (2) Individualized education program development and implementation: three semester hours. Knowledge of the eligibility process and legal and regulatory requirements of IEP development, including timelines, components, team composition, and roles and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instructional program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.
 - (3) Transitioning: three semester hours. Skills in this area include the ability to prepare students and work with families and community agencies to provide successful student transitions throughout the educational experience to include postsecondary education training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.
 - (4) Instructional strategies in reading and writing: three semester hours. Skills in this area include:
 - (a) An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing.
 - (b) Knowledge of the general curriculum, English requirements and expectations, and how to provide access to the curriculum based on student characteristics and needs.
 - (c) Ability to assess, interpret data, and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to identify, understand, and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities.
 - (d) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.
 - (e) Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies.
 - (f) Ability to develop and use curriculum-based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the curriculum design and delivery.
 - (g) Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-

teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum, and monitor student progress.

(5) Instructional strategies in mathematics: three semester hours. Skills in this area include:

(a) An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics.
(b) Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum based on student characteristics and needs.

(c) Ability to assess, interpret data, and implement instructional practices to address calculations, reasoning, and problem-solving skills. Skills in this area include the ability to understand and use a range of specialized mathematics instructional strategies and research-based interventions that reflect best practice in mathematics instruction for students with disabilities.

(d) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.

(e) Knowledge of and ability to utilize current mathematics related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies.

(f) Ability to develop and use curriculum-based and standardized mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the mathematics curriculum design and delivery.

(g) Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the mathematics general curriculum, and monitor student progress.

8 VAC 20-23-550

8 VAC 20-23-190

Professional studies requirements for preK-12, secondary grades 6-12, and adult education endorsements: 18 semester hours.

Professional studies requirements for special education endorsements: 21 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human development and learning (birth through adolescence): 3 semester hours.

a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.

b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disabilities; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.

2. Curriculum and instruction: 3 semester hours.

a. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

b. Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.

c. Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners; gifted and talented students and students with disabilities; and appropriate for the level of endorsement sought shall be included.

d. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.

e. Methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.

f. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included. The certification or training program shall (i) be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.

h. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences shall be at the elementary, middle, and secondary levels.

3. Assessment of and for learning: 3 semester hours.

a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.

b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth shall be included.

c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.

d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.

e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as diagnostic, college admission exams, industry certifications, and placement assessments shall be included.

4. Foundations of education and the teaching profession: 3 semester hours.

a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.

b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.

c. Professionalism and ethical standards, as well as personal integrity shall be addressed.

d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.

5. Classroom and behavior management: 3 semester hours.

a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.

c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.

d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and the students' ages shall be understood and demonstrated in techniques used in the classroom.

6. Language and literacy.

a. Adult education, preK-12, and secondary grades 6-12 - literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.

b. Special education - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process and the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

7. Supervised classroom experience. Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school.

If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media shall complete the supervised school library media practicum in a school library media setting. Individuals seeking an endorsement in an area of special education shall complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or an accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.

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/licensure/>

Statute/Regulation/Rule Citation 8 VAC 20-23

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) From Application Instructions available on website: <https://doe.virginia.gov/teaching/licensure/>

Certification of Child Abuse and Neglect Recognition and Intervention Training

Include a copy of the certificate verifying completion of this statutory requirement. Individuals seeking initial licensure must complete study in child abuse and neglect recognition and intervention in accordance with curriculum guidelines approved by the Virginia Board of Education. A training module is available at no cost.

Emergency First Aid, CPR (including Hands-on Practice), and AED Training or Certification

Include documentation verifying this statutory requirement has been met. Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross.

Dyslexia Awareness Training

Include a copy of the certificate verifying completion of this statutory requirement. Individuals seeking initial licensure shall complete awareness training on the indicators of dyslexia, as that term is defined by the Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. A dyslexia module is available at no cost.

Behavior Intervention and Support Training

Include a copy of the certificate verifying completion of this statutory requirement. Applicants who complete a Virginia state-approved program will have completed this as part of their program. A series of modules that meet the new training requirement for initial licensure can be found on the ODU VDOE joint webpage and can be completed at no cost. Applicants who did not receive the training through a Virginia state-approved program may complete the modules on their own and submit the documentation.

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, Special Education (Preschool-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 WAC 181-79A

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Washington

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory West Virginia

License Title Professional Teaching Certificate, Multi-categorical Special Education (K-6 or 5-Adult)

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 § 18A-3

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, Cross--categorical special education (K-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

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 Standard Educator License, Exceptional Specialist – Generalist (K-6 or 5-8 or 6-12 or K-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) N/A

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

Certification (NASDTEC) Interstate Agreement

Board/Agency Name Wyoming Professional Teaching Standards Board

Board/Agency Website <http://wyomingptsb.com/>

Statute/Regulation/Rule Citation W.S.1977 § 21-2;

WY Rules and Regulations 019.0001.4 § 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) 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.

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