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Guam

5A Guam R. & Regs. § 8104

(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.

(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).

Colorado

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

Per Colorado State Board of Education rule 1 CCR 301-37 2.03(3), individuals who complete endorsement or degree programs outside Colorado must hold or be eligible to hold the associated license in the state of preparation in order for Colorado to recognize that program.

1 CCR 301-37:2.00

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

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

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

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

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

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

C.R.S.A. § 23-1-121

(d) Intentional clinical experience, early and throughout preparation, relating to predetermined state content standards, which experiences afford candidates multiple, intentional experiences to learn from practice. Clinical experiences must be aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Teacher preparation candidates must complete a minimum of eight hundred hours, and principal and administrator candidates must complete a minimum of three hundred hours, of clinical practice. A teacher candidate must complete the hours of clinical practice while enrolled in an approved educator preparation program; except that a program, after review, may accept clinical practice hours completed before

enrolling in the program. A majority of the clinical practice hours must be completed through a continuous placement. For every additional endorsement or advanced degree, a candidate must complete an appropriate period of supervised field experiences that relate to predetermined standards, including best practices and relevant national norms related to the candidate's endorsements.

1 CCR 301-37:3.00

3.01 Initial Teacher License

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

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

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

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

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

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

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

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

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

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

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

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

Connecticut

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

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

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

- (a) Holds a bachelor's degree from an approved institution;
- (b) On and after July 1, 1998, has completed a minimum of six semester hours of credit in child and/or human growth and development. This may be completed as part of the subject area major or general academic course requirement;
- (c) Has a minimum of 39 semester hours of credit in general academic courses:

In five of the six areas listed below. A survey course in United States history, comprised of not fewer than three semester hours of credit shall be included.

- (1) English;
 - (2) Natural sciences;
 - (3) Mathematics;
 - (4) Social studies; and
 - (5) Foreign language; or
 - (6) Fine arts;
- (d) Has completed a subject-area major consisting of one of the following:
- (1) A major awarded by an approved institution in any one subject area, except that a major in professional education may not be accepted in fulfillment of this requirement; or
 - (2) A 39-semester-hours-credit interdisciplinary major consisting of a concentration of at least 18 semester hours of credit in any one subject area with the remainder distributed among no more than three additional subjects related to the area of concentration, except that a major or course work in professional education may not be accepted in fulfillment of any portion of this requirement; and

(e) Has a minimum of 30 semester hours of credit in professional education in a planned program of study and experience in elementary education to be distributed among each of the following:

(1) Foundations of education. This group includes areas such as:

(1) philosophy of education, (2) school effectiveness, (3) history of education, and (4) comparative education;

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

(3) Curriculum and methods of teaching. This group shall include six semester hours of credit in language arts, which may include reading, writing, speaking, listening, and spelling. This group may include areas such as: (1) effective teaching skills, (2) teaching language arts, (3) teaching mathematics and (4) teaching the arts;

(4) Supervised observation, participation, and full-time responsible student teaching in an elementary school, totaling at least six but not more than 12 semester hours of credit; and

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

Iowa

Completion of twenty-four semester hours in English to include coursework in: Oral Communication, Written Communication, Language Development, Reading, American Literature, English Literature, Adolescent Literature, Methods for Content and Level
Iowa Admin. Code 282-13.5

(1) General requirements. The applicant shall:

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

13.5(2) Applicants from non-Iowa institutions.

- a. Original application. Applicants under this subrule have completed a teacher preparation program outside the state of Iowa and are applying for their first Iowa teaching license.
- b. In addition to the requirements set forth in subrule 13.5(1), an applicant from a non-Iowa institution:
 - (1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate.
 - (2) Shall provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and the applicant has verified fewer than three years of valid out-of-state teaching experience. If the teacher preparation program was completed prior to January 1, 2013, or if the applicant has verified three years of valid out-of-state teaching experience, the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed (or verify highly qualified status) or must provide

verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

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

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

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

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

Iowa Admin. Code 281-79.15(256)

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

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

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

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

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

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

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

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

- a. Learner development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- b. Learning differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- c. Learning environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

79.15(6) Assessment requirements.

- a. Each teacher candidate must either meet or exceed a score on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice

teacher candidates that is centered on student learning. The required passing score will be determined by the director using considerations described in Iowa Code section 256.16(1)“a”(2) as amended by 2019 Iowa Acts, Senate File 159, section 2. A candidate who successfully completes the practitioner preparation program as required under this subparagraph shall be deemed to have attained a passing score on the assessments administered under this subparagraph even if the department subsequently sets different minimum passing scores.

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

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

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

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

Maine

20-A M.R.S.A. § 13013

2-B. Qualifications. State board rules governing the qualifications for a professional teacher certificate must require that the certificate may be issued only to an applicant who, at a minimum, meets one of the following criteria:

- A. Has graduated from an educator preparation program;
- B. Has met the criteria established by the state board by:
 - (1) Passing a qualifying examination;
 - (2) Meeting grade point average requirements in required course work; or
 - (3) Successful completion of a portfolio review demonstrating competency through academic or work experience;
- C. Has successfully completed a preparation program in another state, the District of Columbia, a United States territory or another country, subject to the completion of an approved preparation program for the endorsement or certificate being sought with a formal recommendation for certification from the institution that provided the program

05-071 CMR Ch. 115, Pt. II, § 1 (1.2)

2. Endorsement Eligibility Pathway 2

- (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
- (b) Completed a minimum of six semester hours in each of the following: liberal arts English, liberal arts mathematics, liberal arts science, and liberal arts social studies;
- (c) Completed a minimum of three semester hours in elementary reading methods;
- (d) Completed a minimum of three semester hours from the following courses: children's literature, elementary language arts methods, or the writing process;
- (e) Completed a minimum of three semester hours in elementary mathematics methods;
- (f) Completed a minimum of three semester hours in elementary science methods;
- (g) Completed a minimum of three semester hours in elementary social studies methods;
- (h) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";
- (i) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;
- (j) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;
- (k) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

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

Maryland

COMAR 13A.12.01.04

.04 Options for Obtaining Initial Maryland Certification.

C. Approved Out-of-State Teacher Education Programs. The applicant shall complete a program offered by an IHE leading to teacher certification in the state in which the institution is located, for which a comparable Maryland certificate is issued.

COMAR 13A.12.02.04

A. To receive certification in elementary education (grades 1-6), the applicant shall:

(1) Complete one of the following options:

- (a) Earn a bachelor's or higher degree from an IHE with a major in interdisciplinary studies or a major in an academic field taught in elementary education including a minimum of 12 semester hours of course work in both mathematics and science and 9 semester hours of course work in both English and social studies; or
- (b) Earn a bachelor's or higher degree from an IHE and complete not less than 48 semester hours of content course work taken at an IHE including a minimum of 12 semester hours of course work in both mathematics and science and 9 semester hours of course work in both English and social studies;

(2) Complete 21 semester hours of professional education course work taken at an IHE at the appropriate age or grade level including:

(a) At least one 3 semester hour course in each of the following:

- (i) Adolescent development;
- (ii) Human learning;
- (iii) Teaching methodology;
- (iv) Inclusion of special needs student populations; and
- (v) Assessment of students; and

(b) 6 semester hours covering the following which may also be taken through CPDs:

- (i) Types of reading;
- (ii) Use of reading assessment data to improve instruction;
- (iii) Skills in reading including cognitive strategies in reading;
- (iv) Reading instruction including reading aloud strategies and methods for diagnosing reading difficulties and making instructional modifications and accommodations for the student;
- (v) Strategies for intrinsic and extrinsic motivation for reading;

(vi) Teaching students to learn from text by applying theories, strategies, and practices in daily classroom use including additional content in types of reading using authentic texts;

(vii) Skills in reading including processing of multimedia information and strategies to connect reading with study skills; and (viii) Reading instruction that integrates content area goals with reading goals including strategies for students to communicate effectively orally and in writing about what they have read in content area texts; and

(3) Complete a teaching experience in one of the following ways:

(a) 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; or

(b) 1 year of satisfactory full-time teaching 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.

B. In §A(1)(b) of this regulation:

(1) A minimum of 50 percent of the required content course work shall be taken at the same institution; and

(2) A minimum of 12 semester hours of the required content course work shall be upper division course work.

C. A minimum of 50 percent of the professional education course work required in §A(2) of this regulation shall be taken at the same institution.

Minnesota

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

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

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

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

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

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

- (1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;
- (2) understand and apply teaching methods related to the developmental stages of language;
- (3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;
- (4) know how to integrate the communication arts;

- (5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;
- (6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;
- (7) know children's and young adolescents' literature representing a variety of genre;

and

(8) know how to use books and other printed sources to develop children's personal growth and lifelong learning.

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

- (1) oral and written language development, including:
 - (a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;
 - (b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly English learners; and
 - (c) the interrelated elements of language arts instruction that support the reading development of English learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.
- (2) phonological and phonemic awareness, including:
 - (a) the phonemes that make up the English language;
 - (b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and
 - (c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;
- (3) concepts about print, including:
 - (a) knowledge about how letters, words, and sentences are represented in written English;
 - (b) the importance of teaching uppercase and lowercase letter recognition and formation; and
 - (c) the instructional progression of the alphabetic principle;
- (4) phonics and other word identification strategies and fluency, including:
 - (a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;

- (b) word identification strategies and common, irregular sight words;
 - (c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;
 - (d) how the etymology and morphology of words relate to orthographic patterns in English; and
 - (e) the development of reading fluency;
- (5) knowledge of how to develop vocabulary knowledge, including:
- (a) understanding the critical role vocabulary knowledge plays in reading;
 - (b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and
 - (c) how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;
- (6) comprehension processes related to reading, including:
- (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;
 - (b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and
 - (c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;
- (7) content-area literacy, including:
- (a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and
 - (b) the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;
- (8) literary response and analysis, including:
- (a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;
 - (b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and
 - (c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;
- (9) structure of the English language, including:

- (a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);
- (b) knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;
- (c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and
- (d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

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

- (1) appropriate, motivating instruction, both explicit and implicit, in:
 - (a) oral language development;
 - (b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;
 - (c) the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and
 - (d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;
- (2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:
 - (a) multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;
 - (b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and
 - (c) teaching comprehension skills and strategies, including opportunities for guided and independent work;
- (3) selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and

develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;

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

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

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

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

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

(a) oral and written language development;

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

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

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

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

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

(g) comprehension in content area reading;

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

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

(2) formal and informal tools to:

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

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

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

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

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

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

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

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

- (1) concepts of mathematical patterns, relations, and functions, including the importance of number and geometric patterns in mathematics and the importance of the educational link between primary school activities with patterns and the later conceptual development of important ideas related to functions and be able to:
 - (a) identify and justify observed patterns;
 - (b) generate patterns to demonstrate a variety of relationships; and
 - (c) relate patterns in one strand of mathematics to patterns across the discipline;
- (2) concepts and techniques of discrete mathematics and how to use them to solve problems from areas including graph theory, combinatorics, and recursion and know how to:
 - (a) help students investigate situations that involve counting finite sets, calculating probabilities, tracing paths in network graphs, and analyzing iterative procedures; and
 - (b) apply these ideas and methods in settings as diverse as the mathematics of finance, population dynamics, and optimal planning;
- (3) concepts of numerical literacy:
 - (a) possess number sense and be able to use numbers to quantify concepts in the students' world;

- (b) understand a variety of computational procedures and how to use them in examining the reasonableness of the students' answers;
- (c) understand the concepts of number theory including divisibility, factors, multiples, and prime numbers, and know how to provide a basis for exploring number relationships; and
- (d) understand the relationships of integers and their properties that can be explored and generalized to other mathematical domains;
- (4) concepts of space and shape:
 - (a) understand the properties and relationships of geometric figures;
 - (b) understand geometry and measurement from both abstract and concrete perspectives and identify real world applications; and
 - (c) know how to use geometric learning tools such as geoboards, compass and straight edge, ruler and protractor, patty paper, reflection tools, spheres, and platonic solids;
- (5) data investigations:
 - (a) use a variety of conceptual and procedural tools for collecting, organizing, and reasoning about data;
 - (b) apply numerical and graphical techniques for representing and summarizing data;
 - (c) interpret and draw inferences from data and make decisions in a wide range of applied problem situations; and
 - (d) help students understand quantitative and qualitative approaches to answering questions and develop students' abilities to communicate mathematically;
- (6) concepts of randomness and uncertainty:
 - (a) probability as a way of describing chance in simple and compound events; and
 - (b) the role of randomness and sampling in experimental studies;
- (7) mathematical processes:
 - (a) know how to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality;
 - (b) understand the connections among mathematical concepts and procedures, as well as their application to the real world;
 - (c) understand the relationship between mathematics and other fields; and
 - (d) understand and apply problem solving, reasoning, communication, and connections; and
- (8) mathematical perspectives:

- (a) understand the history of mathematics and the interaction between different cultures and mathematics; and
- (b) know how to integrate technological and nontechnological tools with mathematics.

I. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental social studies concepts and the connections among them. The teacher must know and apply:

- (1) tools of inquiry and problem solving;
- (2) concepts of:
 - (a) culture and cultural diversity;
 - (b) the ways human beings view themselves in and over time;
 - (c) the interaction between people, places, and environments;
 - (d) individual development and identity;
 - (e) interactions among individuals, groups, and institutions;
 - (f) how people create and change structures of power and authority and of governance;
 - (g) how people organize for the production, distribution, and consumption of goods and services and how those choices impact the environment;
 - (h) the relationships among science, technology, and society;
 - (i) global connections and independence; and
 - (j) the ideals, principles, and practices that promote productive community involvement;
- (3) history, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum; and
- (4) the environment as an integrating concept through understanding of how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics.

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

- (1) understand science as a human endeavor, the nature of scientific knowledge, and the historical perspective of science;
- (2) know and apply the understandings and abilities of scientific inquiry including the ability to:
 - (a) identify questions and concepts that can be explored through scientific inquiry;
 - (b) design and conduct scientific investigations;

- (c) use appropriate scientific instrumentation and equipment and mathematics as tools to improve scientific investigations and communications;
- (d) compare the use of multiple types of inquiry for answering questions;
- (e) evaluate alternative explanations and models based on evidence, current scientific understanding, and logic; and
- (f) communicate and defend a scientific argument;
- (3) know how to make connections across the domains of science, between science and technology, and between science and other school subjects;
- (4) use scientific understandings and abilities when making decisions about personal and societal issues;
- (5) know and apply the fundamental concepts and principles of physical science concerning properties of and changes in matter; position, motion, and force; light, heat, electricity, and magnetism; and kinds of and ways to transfer energy;
- (6) know and apply the fundamental concepts and principles of life science concerning the characteristics of organisms, the life cycle of organisms, the interrelationships of organisms and environments, structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems and their interrelationships, and diversity and adaptations of organisms;
- (7) know and apply the fundamental concepts and principles of earth and space science concerning properties of earth materials; objects in the sky; changes in earth and sky; structure of the earth system, including hydrosphere, biosphere, atmosphere, and lithosphere; history of the earth; and earth in the solar system; and
- (8) know and apply pedagogy and classroom management in science and scientific inquiry including understanding:
 - (a) content standards under chapter 3501 for recommendations regarding curriculum, instruction, assessment, professional development, and program development;
 - (b) how to teach scientific inquiry in a developmentally appropriate manner;
 - (c) common student misconceptions in science and developmentally appropriate strategies to elicit students' misconceptions and help them move to accepted scientific understandings; and
 - (d) how to implement safe environments for learning science through knowing:
 - i. state and national legal responsibilities and safety guidelines for teaching science;
 - ii. how to establish and enforce recognized safety procedures during the science learning experience;

- iii. how to use required safety equipment for classroom, field, and laboratory settings including goggles, fire extinguisher, fire blanket, eye wash, and chemical shower;
- iv. how to manage, maintain, and utilize science supplies and equipment;
- v. state and national guidelines and plan for the care, storage, use, and disposal of chemicals and equipment used to teach science;
- vi. the ethics of and restrictions on making and maintaining collections of scientific specimens and data; and
- vii. the ethics of and restrictions on the use of live organisms, and how to acquire, care, handle, and dispose of organisms.

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

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

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

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

Nebraska

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.

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

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

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

006.20D1a Child growth and development; and

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

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

006.20D1d Organization and management of the classroom; and

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

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

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

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

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

006.20D2c Natural sciences; and

006.20D2d Social sciences.

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

006.20D3a Fine arts and humanities, and;

006.20D3b Health and wellness.

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

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

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

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

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

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

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

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

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

005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning

experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content, including the ability to integrate the

Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.

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

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

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

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

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

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

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

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

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

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

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

005.02K5 Respect for human dignity and individual rights; and

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

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

005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by

Section 79-1118.01 R.R.S.;

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

005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;

005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and

005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

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

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

005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor,

instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.

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

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

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

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

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

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

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

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

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

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

New Hampshire

N.H. Code Admin. R. Ed 507.24

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

- (1) Have at least a bachelor's degree; and
- (2) Obtain certification through one of the alternatives in Ed 505.01 - Ed 505.05 having also met the requirements of (c) below.

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

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

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

- a. The cognitive processes by which children acquire and use primary and secondary languages;
- b. The social, cultural, psychological, and economic factors that affect language learning;
- c. The grammatical structures and conventions of standard English usage;
- d. How language changes and develops over time;
- e. How diction, tone, and voice vary according to audience;
- f. How language can convey bias, propaganda, persuasion, and points of view; and
- g. The nature and needs of students whose primary language is not English;

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

- a. The fundamental processes of reading at the literal, inferential, and evaluative levels;
- b. The criteria used to evaluate and select appropriate fiction, non-fiction, and informational materials based on students' needs and interests;
- c. The techniques to evaluate students' reading comprehension; and
- d. The metacognitive processes and strategies, which are the awareness of the thoughts employed to analyze an issue or complete a task, readers use to construct meaning from print;

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

- a. Various modes of writing for a variety of purposes and audiences, including, but not limited to, conducting short as well as more sustained research projects based on focused questions, while demonstrating the understanding of the subject under investigation;
- b. Writing as a recursive and multi-step process; and
- c. The use of rubrics for holistic and analytic scoring of writing;

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

- a. How literature can be a source for exploring and interpreting human experience;
- b. The rhetorical and literary elements of literature;

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

1. American literature;
2. British literature;
3. World literature;
4. Young adult literature;
5. Literature by and about women; and
6. Literature by and about minorities;

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

1. Genre;
2. Theme or style; and
3. Social and intellectual contexts; and

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

1. Fiction;
2. Non-fiction;
3. Drama;
4. Poetry;
5. Informational texts; and
6. Media;

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

- a. The strategies speakers use to present information, ideas, and feelings in a range of social contexts from informal to formal discourse; and
- b. The processes speakers use to adjust a spoken message for different audiences and purposes;

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

- a. How media and technology can be used to present and interpret the human experience;
- b. How visual and informational media can support or distort messages;
- c. How to select and use digital resources to support and enhance instruction; and
- d. How to make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations; and

(7) In the area of language uses pedagogy, the ability to:

- a. Apply and model grammatical rules in reading and writing;
- b. Explain how the application of grammatical rules affects meaning;
- c. Show how diction, tone, and voice vary according to audience;
- d. Trace how English has changed and developed over time;
- e. Distinguish and appreciate regional, ethnic, and standard dialects;
- f. Model how language functions in different contexts and how to make effective choices about meaning or style;

- g. Apply and model strategies to determine or clarify the meaning of unknown or multiple meaning words;
- h. Show how figurative language, word relationships and nuances in word meaning changes meaning; and
- i. Address the literacy needs of students whose primary language is not English;

(8) In the area of reading pedagogy, the ability to:

- a. Guide students to employ a variety of reading strategies according to their purpose for reading at the literal, inferential, and evaluative levels;
- b. Design instruction to assist students' comprehension with increasing text complexity;
- c. Design instruction to enhance students' strategies to expand their vocabulary;
- d. Foster and promote independent and reflective readers who enjoy reading; and
- e. Implement a variety of assessments to evaluate, monitor, and adjust instruction;

(9) In the area of writing pedagogy, the ability to:

- a. Model and guide students as they plan, draft, revise, edit, publish, and share writing for a variety of purposes;
- b. Develop students' competence with writing on demand, writing to learn, writing to demonstrate understanding, and writing creatively;
- c. Offer constructive and focused response to students' writing;
- d. Present authors' works as models to encourage diversity in students' writing;
- e. Guide students in proofreading their work with an understanding of how audience, purpose, and formality of form impact language usage; and
- f. Implement a variety of assessments, including student writing portfolios, to monitor and evaluate student growth and adjust instruction;

(10) In the area of literature pedagogy, the ability to:

- a. Provide opportunities and guide students to analyze, evaluate, and appreciate literature;
- b. Provide an environment in which students develop and support critical insights in response to literature;
- c. Guide students to read, discuss, and write about literature through various critical lenses such as but not limited to gender, religion, ethnicity, or socio-economic conditions as appropriate; and
- d. Guide students in the understanding and appreciation for literary devices and rhetorical strategies;

(11) In the area of speaking and listening pedagogy, the ability to:

- a. Provide opportunities for students to practice different forms of classroom discourse, including formal and informal conversations and presentations;
- b. Explain how speakers and listeners establish and maintain contact with their audience;
- c. Promote civil and participatory discourse;
- d. Guide students to listen critically and speak purposefully and articulately; and
- e. Explain how bias, propaganda, persuasion, and point of view are expressed; and

(12) In the area of media literacy pedagogy, the ability to:

- a. Guide students to construct and interpret meaning from images and information provided by media and technology;

- b. Guide students to select, evaluate, and analyze digital resources critically;
- c. Guide students to quote or paraphrase the data and conclusions of others to support claims and reasoning in their work; and
- d. Help students to recognize bias, propaganda, persuasion, point of view, and intellectual property.

New Jersey

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

Degree Requirement

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

Cumulative GPA Requirement

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

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

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

- Please note that there are GPA Flexibility Rules where a high praxis score may offset a GPA that is lower than 3.0, but higher than 2.75.

Subject Matter Preparation

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

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

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

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

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

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

year college/university transcript.

Testing Requirements

- Praxis II Test Requirement

Official scores must be presented directly from Educational Testing Service to the NJ

Department of Education. Only

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

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

report if you have taken the appropriate exam.

- Basic Skills Assessment Requirement (choose one)

All candidates applying for their initial CE must pass a Commissioner-approved test of basic skills. Scores must be presented directly from Educational Testing Service to the NJ Department of Education. Only official scores are accepted. The New Jersey Department of Education code (R7666) and your Social Security number must appear on your test score report in order to be accepted. Please submit a copy of your test score report if you have taken the appropriate exams.

OR

Score in the top one-third percentile on the SAT, ACT, or GRE for the year the test was taken.
Official score reports must be sent directly from the testing agency.

Physiology and Hygiene Requirement

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

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

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

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

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

- ii. If the candidate does not meet the 3.00 GPA requirement, he or she shall meet the exception criteria in (b) below;
- 4. Satisfy the endorsement requirements and exceptions pursuant to N.J.A.C. 6A:9B-9 through 11, including, but not limited to, passing the appropriate State test(s) of subject matter knowledge and completing the required subject-area course requirements;
- 5. After September 1, 2015, achieve a minimum score established by the Department on a Commissioner-approved test of basic reading, writing, and mathematics skills, except:
 - i. A candidate may demonstrate proficiency in the use of the English language and in mathematics by achieving a minimum score established by the Commissioner on the SAT, ACT, or GRE pursuant to (a)5i(1) below.
- (1) The Department shall maintain on its website a list of qualifying minimum scores for each test, which shall be approximately equal to the top-third percentile score for all test takers in the year the respective test was taken, for each year such data is available.
- (2) A candidate shall qualify for the exception at (a)5i above only if he or she achieves at least the minimum qualifying score posted pursuant to (a)5i(1) above; and
 - 6. For candidates applying for a CE prior to academic year 2017-2018, demonstrate knowledge of basic pedagogical skills, including, but not limited to, classroom management, lesson planning, introduction to the NJSLS and Professional Standards for Teachers, and assessment of student progress as documented through successful completion of a minimum of 24 hours of study offered through a Department-authorized provider or through equivalent coursework documented on a transcript from a regionally accredited college or university.
- (b) The following exceptions shall apply to the 3.00 GPA requirement in (a) above:
 - 1. Candidates graduating before September 1, 2016, shall achieve a cumulative GPA of at least 2.75 when a GPA of 4.00 equals an A in a baccalaureate degree program, higher degree program, or a Commissioner-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits.
 - 2. A candidate who graduates on or after September 1, 2016, with a GPA that is below 3.00, but at least 2.75 when a GPA of 4.00 equals an A grade, and whose score on the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more shall meet the requirements of (a)2 and 4 above.
 - i. Effective until September 1, 2016, a candidate with a GPA that is below 2.75, but at least 2.50 when a GPA of 4.00 equals an A grade, and whose score on the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more shall meet the requirements of (a)2 and 4 above.
 - ii. This alternative requirement to (a)2 and 4 above shall not be construed as a waiver under N.J.A.C. 6A:9B-4.12.
 - 3. A candidate who graduates on or after September 1, 2016, may have a cumulative GPA lower than 3.00 but equal to or higher than a 2.75 if he or she is sponsored by a provisional training program prior to applying for a CE, so long as the candidate is employed when he or she

participates in the CE educator preparation program. Candidates sponsored for the purpose of meeting the exception set forth in this paragraph shall make up no more than 10 percent of a CE educator preparation program's annual accepted candidates.

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

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

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

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

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

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

1. CE certification requirements pursuant to (a) above;
2. The provisional certification requirement to be enrolled in a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.4(a)4;
3. The renewal of provisional certification requirement to be enrolled in or to have completed a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.5(b)4; and
4. The standard certification requirement to complete a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.7(a)4ii.

New Mexico

N. M. S. A. 1978, § 22-10A-6

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

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

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

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

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

N.M. Admin. Code 6.60.4.8

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

- (1) hold a bachelor's degree or higher degree from a regionally accredited or PED approved college or university; and
- (2) hold and provide a copy of at least one current valid teaching license issued by a state education agency, including PED or department of defense dependent schools or foreign country that is comparable to the license they are seeking; and
- (3) have completed a standard or alternative teacher preparation program approved in another state or accepted by the PED; and
- (4) provide copies of test scores for exams that were required to receive the license; and
- (5) if applying for:
 - (a) early childhood birth-grade 3 or k-8 elementary licensure, provide evidence of having passed a content knowledge or professional knowledge test on the basic early

childhood or elementary school curriculum and on any additional core academic endorsement areas or have completed 24 lower or upper division credit hours across the elementary education core academic subjects of language arts, social studies, mathematics, and science with at least six credit hours in each core area;

(b) secondary or secondary vocational and technical 7-12, middle level 5-9, or grades pre K-12 specialty area licensure in the core academic areas, provide evidence of having passed a content knowledge test in each of the core academic subjects in which the applicant seeks licensure or having completed an academic major, a graduate degree, or coursework equivalent to an academic major in each of the core academic subjects in which the applicant seeks licensure;

(c) licensure in non-core academic subjects, special education pre K-12, or blind and visually impaired pre K-12 licensure, have, on a form acceptable to the PED, provided evidence of having satisfactorily taught under their out of state license or licenses or have passed the applicable New Mexico teacher assessment ("NMTA") and

(6) have, on a form acceptable to the professional licensure bureau ("PLB") of the PED, provided evidence of having satisfactorily taught in any state or foreign country or combination of other states or countries other than New Mexico for fewer than three (3) full school years at any time preceding their application for licensure while holding at least one standard out-of-state or New Mexico teaching license or foreign country authorization to teach or combination of any of the aforementioned licenses or authorizations, and

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

US Virgin Islands

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.

Vermont

From website FAQ

<https://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-faq-interstate-agreement.pdf>

As of 9/1/15, an educator with a non-conditional/non-expired out of state professional educator license, from a state that has signed the Interstate NASDTEC agreement, will be eligible for initial licensure in VT to match the same/equivalent endorsement from the other state.

Having an out of state professional educator license from a state that has signed the Interstate NASDTEC agreement would exempt an applicant from the testing requirement for the endorsement on the out of state license.

Vt. Admin. Code 7-1-13:5320

5321 An applicant who is not licensed and has successfully completed an Educator preparation program approved by a nationally recognized accrediting body in a state which has signed the NASDTEC Interstate Agreement will be considered for licensure as if they had completed an approved Educator preparation program in Vermont. Applicants will be subject to the same requirements for initial licensees awarded in Vermont including testing, criminal background checks, and affirmations. The applicant shall meet requirements for updated knowledge and skills when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure.

5323 An applicant for licensure or an endorsement in Vermont who holds a professional license in another state which has signed the NASDTEC Interstate Agreement, holds the degree required for the endorsement, and meets the specified Jurisdiction Specific Requirements shall be issued a Level I Professional Educator License with a comparable endorsement(s). Educators already holding a Vermont Professional Educator License will have the endorsement added to a Level I Professional Educator License regardless of the license held.

Vt. Admin. Code 7-1-13:5440

5440-00 Elementary Education

(Revised March 2013, Reviewed June 2018 to revise the instructional range)

The holder is authorized to teach grades K-6. Upon the request of a Superintendent the VSBPE or office can extend the instructional range and issue a K-8 restricted license for a particular location if the individual is working in a PK/K-8 school.

The candidate shall demonstrate the following knowledge and performance standards for four major content areas of the elementary curriculum in conjunction with the Vermont Core Teaching Standards. This requires elementary teachers to develop and implement appropriate instruction so that all students have access to a high-quality curriculum, effective teaching and learning, high expectations, and the

support and resources needed to maximize their learning potential. This also requires teachers to hold themselves and their colleagues accountable for the success of every student and for their personal and collective professional growth toward effective teaching and learning. In order to qualify for this endorsement, teachers must show evidence of the following:

1. English Language Arts Knowledge Standards

1.1. The Educator demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective instruction, as reflected in the standards approved by the State Board of Education for students. Specifically, the Educator understands:

1.1.1. Foundational Skills

- The developmental progression of print concepts phonological and phonemic awareness fluency phonics and word recognition
- The factors that influence fluency
- The developmental stages of spelling and morphological awareness

1.1.2. Development of Oral Language and Literacy

- The development of emergent and early literacy processes principles and dimensions of oral language and stages of second language acquisition
- The impact of physical emotional and cultural factors on language development and acquisition of reading and writing the relationship between oral language development and literacy development

1.1.3. Literature, Informational Text, and Media

- The quantitative and qualitative dimensions used to measure text complexity levels
- Text structures genre features and critical reading strategies for text analysis
- Techniques for incorporating fine and performing arts as expressions of human emotion culture communication and as vehicles for enhancing learning opportunities across the curriculum

1.1.4. Speaking and Listening

- The elements of effective verbal and non-verbal communication in a variety of settings for a variety of purposes including grammar and usage point of view reasoning and effective use of evidence and rhetoric

1.1.5. Vocabulary Development

- The purposes of language and approaches to analyzing language
- Vocabulary development and its relationship to literacy acquisition
- Knowledge of the distinction between general academic and domain specific

vocabulary

- Strategies to determine word meaning (i.e. contextual and morphological analysis)

1.1.6. Reading Comprehension

- Reading as the process of constructing meaning through interactions with text factors that influence comprehension

- Typical elements and features of literature and informational texts and how readers' awareness of these features supports comprehension
- Cognitive and metacognitive strategies and instructional approaches for supporting reading comprehension

1.1.7. Written Expression

- Writing as symbolic representation; the stages of early writing development; the writing process including appropriate planning organization and style for task purpose and audience
- The characteristics of quality writing and types of writing including but not limited to narratives informational text and arguments focused on domain specific content
- The conventions of written English (i.e., grammar, usage, mechanics, punctuation, and spelling)

Methods for conducting research to build and present knowledge the process of citing evidence from multiple sources

2. English Language Arts Performance Standards

2.1. The Educator implements a language arts curriculum that is responsive to the individual needs of students by designing interdisciplinary instruction that provides students with the communication skills necessary to understand and influence their own lives and to learn about the world. Specifically, the Educator:

2.1.1. Foundational Skills

- Uses a variety of explicit and interactive approaches to assess and teach foundational skills including concepts of print phonological awareness fluency phonics and word recognition
- Uses instructional strategies to help students apply skills in authentic reading and writing tasks

2.1.2. Development of Oral Language and Literacy

- Uses active instructional strategies to promote various dimensions of oral language development
- Facilitates conversation and collaboration

2.1.3. Literature, Informational Text, and Media

- Uses a wide variety of fiction and non-fiction textual materials including student self-selected material to increase students' motivation to read independently for information pleasure and personal growth
- Purposefully select a wide variety of quality developmentally and instructionally appropriate texts across genres eras perspectives and cultures
- Selects and reads quality literature and informational text aloud and applies critical thinking skills and tools of analysis to facilitate discussions of central themes and ideas
- Integrates visual information and technology with authentic reading writing speaking and listening tasks

- Teaches students how to identify and analyze the credibility of print and non-print communications

2.1.4. Speaking and Listening

- Models and teaches the elements of effective verbal and non-verbal communication;
- Models and facilitates active listening conversations and collaborations
- Models effective methods of discourse

2.1.5. Vocabulary Development

- Employs effective instructional strategies for the development of general academic and domain specific vocabulary to improve the quality of comprehension and communication

2.1.6. Reading Comprehension

- Provides explicit instruction in how to use cognitive and metacognitive reading strategies flexibly to understand analyze and interpret a variety of texts
- Provides opportunities for students to cite evidence from text to support conclusions when responding to literature and informational text orally and in writing
- Models how to interpret author's purpose craft point of view and rhetoric
- Provide opportunities to distinguish fact opinion and reasoned judgment in a text;
- Encourages students to makes connections between reading writing and literacy across content areas

2.1.7. Written Expression

- Provides opportunities that are developmentally appropriate for writers to learn that print carries meaning to practice writing with purposefully and to apply sound-symbol relations in written tasks
- Promotes high quality writing using a variety of instructional strategies and topics to teach structures and composition
- Uses exemplars as instructional models for all types of composition (i.e. creative/narrative informational/expository and opinion/ argumentative)
- Models and teaches appropriate conventions of English
- Implements strategies to build fluency accuracy and automaticity in written communication
- Models methods of conducting short and sustained research to build and present knowledge
- Employs a range of instructional approaches to support writing across the content areas
- Employs instruction in proper letter formation.

3. Social Studies Knowledge Standards

3.1. The Educator demonstrates knowledge of the historical and social science content, concepts, and skills of history, government, geography, and economics, as reflected in the standards approved by the State Board of Education for students. Specifically, the Educator understands concepts and processes related to the four core disciplines within social studies and social studies inquiry, including skills related to

- Developing questions and planning inquiries
- Applying disciplinary concepts and tools
- Evaluating sources and using evidence including data
- Communicating conclusions
- Civic engagement

3.1.1. History

- Major developments and significant events and perspectives in U.S. and regional history and how they are relevant to life in the twenty-first century
- Major eras events and perspectives in the development of world civilization

3.1.2. Civics

- Major concepts and processes of local and national government including features and concepts of the social contract citizenship and civic responsibility in a democratic society and how to engage in the government process and advocate for a particular cause that benefits society

3.1.3. Geography

- Major features and processes of cultural and physical geography including physical and human environmental interactions
- Map reading and creation
- Human population trends migrations
- How people of different cultural backgrounds interact with their environment family neighborhoods and communities
- Current events
- Global interconnections

3.1.4. Economics

- Basic principles of economic decision-making the local national and global economy and how they relate to historical and contemporary issues

4. Social Studies Performance Standards

4.1. The Educator implements history and social sciences curriculum by designing interdisciplinary units of instruction that integrate social studies skills and content and enables development of the habits of mind that support inquiry within social studies specifically the Educator

4.1.1. Models how historians, geographers, and other social scientists view research analyze and interpret the world

4.1.2. Incorporates instructional activities that enable students to make connections among themselves their classroom their community their environment and the larger world by sharing and experiencing community-based service by exploring content and texts that represent the varied perspectives of people currently and historically by participating in the arts and by reading informational texts

4.1.3. Recognizes common historical preconceptions

- Predicts and seeks out likely student misconceptions
- Proactively plans to address and correct those misconceptions

4.1.4. Provides opportunities for students to

- Examine and interpret historical and contemporary events and issues using historical geographical and social science research methods tools and technologies including accessing and using local historical resources and data

4.1.5. Creates or adopts instructional and assessment tasks that teach students to:

- Analyze and interpret primary and secondary sources
- Identify webs of cause and effect
- Differentiate between fact opinion and interpretation
- Develop claims with supportive evidence

4.1.6. Integrates strategies for identifying and analyzing central ideas assumptions and questions in social studies resources and for seeking out and respecting multiple perspectives during social studies inquiry

5. Math Knowledge Standards

The Educator demonstrates knowledge of the standards for school mathematics. These standards, cited from the National Council of Teacher of Math, describe the mathematical understanding knowledge and skills that students should acquire from prekindergarten through the grades. Each Standard consists of two to four specific goals that apply across all the grades.

5.1. Numbers and Operations

• Understand numbers ways of representing numbers relationships among numbers and number systems

- Understand meanings of operations and how they relate to one another
- Compute

5.2. Algebra

- Understand patterns relations and functions
- Represent and analyze mathematical situations and structures using algebraic symbols
- Use mathematical models to represent and understand quantitative relationships
- Analyze change in various contexts

5.3. Geometry

- Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships
- Specify locations and describe spatial relationships using coordinate geometry and other representational systems
- Apply transformations and use symmetry to analyze mathematical situations
- Use visualization spatial reasoning and geometric modeling to solve problems

5.4. Measurement

- Understand measurable attributes of objects and the units systems and processes of measurement
- Apply appropriate techniques tools and formulas to determine measurements

5.5. Data and Probability

- Formulate questions that can be addressed with data and collect organize and display relevant data to answer them
- Select and use appropriate statistical methods to analyze data
- Develop and evaluate inferences and predictions that are based on data
- Understand and apply basic concepts of probability

6. Math Performance Standards

The Educator implements these standards through

6.1. Problems Solving

- Building new mathematical knowledge through problem solving
- Solving problems that arise in mathematics and in other contexts
- Applying and adapt a variety of appropriate strategies to solve problems
- Monitor and reflect on the process of mathematical problem solving

6.2. Reasoning and Sense Making

- Recognize reasoning and proof as fundamental aspects of mathematics
- Making and investigating mathematical conjectures
- Developing and evaluating mathematical arguments and justifications
- Selecting and using various types of reasoning and methods of justification

6.3. Communication

- Organizing and consolidating their mathematical thinking through communication
- Communicating their mathematical thinking coherently and clearly to peers' teachers and others
- Analyzing and evaluating the mathematical thinking and strategies of others;
- Using the language of mathematics to express mathematical ideas precisely

6.4. Connections

- Recognize and use connections among mathematical ideas
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
- Recognize and apply mathematics in contexts outside of mathematics

6.5. Representation

- Creating and using representations to organize record and communicate mathematical ideas
- Select apply and translate among mathematical representations to solve problems
- Use representations to model and interpret physical social and mathematical phenomena

7. Science Knowledge Standards

7.1. The Educator demonstrates scientific knowledge that supports the development of scientific proficiency in both science as a body of knowledge and science as a process This includes

- The development of students' scientific thinking
- The scientific inquiry process

- The engineering design cycle and the skills of science and engineering design process and application within the following domains
 - o life sciences physical sciences earth and space sciences and engineering as reflected in the standards approved by the State Board of Education for students

7.1.1. Specifically, the Educator understands the central practices of scientists and engineers including

- Asking questions in sciences and defining problems in engineering
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations in science and designing solutions in

engineering

- Engaging in argument from evidence
- Obtaining evaluating and communicating information

7.1.2. How science is related to other ways of knowing including

- How science and technology affect our society
- The relationship of scientific study to contemporary historical technological and societal issues and how the concepts and processes of science pertain to current controversies

7.1.3. Crosscutting concepts across disciplines including

- Patterns
- Cause and effect
 - o mechanism and explanation
 - o scale proportion and quantity
 - o systems and system models
 - o energy and matter
 - ? flows cycles and conservation
 - ? structure and function
 - ? and stability and change

7.1.4. Physical Science

• Fundamental concepts including the structure properties and interactions of matter

- Force and motion
- Energy waves and their interactions with matter

7.1.5. Life Science

- Fundamental concepts including
 - o The structures and processes of molecules and organisms
 - o Ecosystems and their interactions energy and dynamics
 - o Heredity inheritance and variation of traits
 - o Biological evolution unity and diversity

7.1.6. Earth and Space Science

- Fundamental concepts including
 - o earth's place in the universe
 - o the solar system
 - o earth's history
 - o earth's materials and systems
 - o weather and climate
 - o earth and human activity

7.1.7. Engineering Design Process and Application

- Fundamental concepts and applications of science including
 - o engineering design and design solutions
 - o the interdependence and influence of science engineering and technology on society and the natural world

8. Science Performance Standards

8.1. The Educator implements science curricula by designing interdisciplinary units of instruction that integrate skills and content and enable development of the habits of mind that support effective scientific inquiry specifically the Educator

8.1.1. Models how scientists and engineers work

8.1.2. Provides opportunities for students to

- Locate appropriate resources
- Design and conduct inquiry-based open-ended scientific

investigations

- Solve specific engineering challenges
- Interpret findings communicate results/solutions in words pictures and with graphical representations
- Make conclusions based on evidence

8.1.3. Designs a variety of activities so that all students use inquiry to

- Learn about the world
- Design and conduct investigations using appropriate methodology and

technology

- Learn from books and other sources of information
- Communicate their findings using appropriate technology
- Reconstruct previously learned knowledge

8.1.4. Understands and maintains safe science practices including but not limited to the ethical and appropriate use and care for living organisms and scientific equipment and the safe storage use and disposal of chemicals

8.1.5. Recognizes common prescientific notions and preconceptions

- Predicts likely student misconceptions and proactively plans to address and correct those misconceptions

8.1.6. Creates a spectrum of scientific investigations for students including simple investigations and experiments in the classroom using everyday materials field studies outside the classroom and student-designed investigations

8.1.7. Structures integrated lessons using crosscutting concepts

9. A minimum of a practicum or the equivalent in elementary education at both the primary (K-2) and upper elementary (3-6) instructional levels is required

10. REQUIRED TESTING: Praxis II Subject Assessment in Elementary Education -- Test Code 5001 series (5002-5005)

Virginia

8 VAC 20-23-100

A. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual (i) has completed a state-approved teacher preparation program through a regionally accredited four-year college or university or (ii) holds a valid out-of-state teaching license (full credential without deficiencies) that shall be in force at the time the application for a Virginia license is made. An individual shall meet licensure requirements set forth in the Code of Virginia. An individual seeking licensure shall establish a file in the Virginia Department of Education by submitting a complete application packet that includes official student transcripts. Unless exempted by the criteria in this chapter, professional teacher's assessment requirements prescribed by the Virginia Board of Education shall be satisfied.

8 VAC 20-23-340

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from a regionally accredited college or university and graduated from an approved teacher preparation program in English; or
2. Earned a baccalaureate degree from a regionally accredited college or university and completed a major in English or a minimum of 36 semester hours of coursework distributed in the following areas:
 - a. Literacy and reading: 12 semester hours. Courses shall include:
 - (1) Survey of British literature;
 - (2) Survey of American literature;
 - (3) World literature; and
 - (4) Literary theory and criticism.
 - b. Language: 3 semester hours. Includes the development and nature of the English language.
 - c. Composition: 12 semester hours. Experiences shall include:
 - (1) A grammar course integrating grammar and writing;
 - (2) The teaching of writing, based on current knowledge and most effective practices, including the use of technology for this purpose;
 - (3) An advanced composition course emphasizing rhetorical practices of expository, persuasive, argumentative, and analytical writing; and
 - (4) Teaching research including ethical accessing, evaluating, organizing, crediting, and synthesizing information.
 - d. Oral language: 3 semester hours. Experiences shall include the teaching of public and presentation speaking, including nonverbal communication and the role of communication in small group and mass communication.
 - e. Electives from the areas listed in this subdivision 2: 6 semester hours.