

Math - Jurisdiction Specific Requirements (JSR)

Delaware	2
Idaho	4
Wisconsin	6
Colorado	8
Connecticut	10
Iowa	12
Maine	17
Nebraska	19
New Hampshire	25
New Jersey	29
New Mexico	33
US Virgin Islands	35
Vermont	37
Virginia	47

Delaware

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

Code Del. Regs. 1542

4.0 Prescribed Education, Knowledge, and Skill Requirements

4.1 For an applicant who does not hold a content area Standard Certificate, the applicant shall have satisfied the requirements in subsections 4.1.1 and 4.1.2.

4.1.1 The applicant shall have:

4.1.1.1 Obtained and currently maintain a Mathematics certificate from the National Board for Professional Teaching Standards; or

4.1.1.2 Earned a bachelor's degree from a Regionally Accredited college or university with a minimum of 30 semester hours of coursework in secondary mathematics education from an educator preparation program approved or recognized by the National Council for the Accreditation of Teacher Education (NCATE), the Council for the Accreditation of Educator Preparation (CAEP), or a state where the state approval body employed the appropriate standards; or

4.1.1.3 Satisfactorily completed an alternative routes for licensure or certification program to teach secondary mathematics as provided in 14 Del.C. §§ 1260 -- 1266; or

4.1.1.4 Satisfactorily completed a Department-approved educator preparation program in secondary mathematics education.

4.1.2 The applicant shall have achieved a minimum score on one of the following examinations:

4.1.2.1 A minimum score of 160 on the Praxis Subject Assessment -- Mathematics: Content Knowledge (ETS Test Code # 5161); or

4.1.2.2 A minimum score of 152 on the Praxis Subject Assessment -- Mathematics (ETS Test Code # 5165).

4.2 For an applicant who holds at least one content area Standard Certificate, the applicant shall have achieved a minimum score on the Praxis Subject Assessment as provided in subsection 4.1.2.

5.0 Application Requirements

5.1 If an applicant is applying for an Initial License, a Standard Certificate must be applied for simultaneously with the application for the Initial License, and the applicant shall also provide all required documentation for the License.

5.2 For an applicant who does not hold a content area Standard Certificate, the following documentation is required with the application for a Secondary Mathematics

Teacher Standard Certificate:

5.2.1 Evidence of obtaining and maintaining a Mathematics certificate from the National Board for Professional Teaching Standards, if applicable; and

5.2.2 Official transcript from the applicant's Regionally Accredited college or university.

5.2.2.1 Electronic transcripts may be submitted by the Employing Authority or by the applicant's Regionally Accredited college or university; or

5.2.2.2 Sealed paper transcripts may be submitted.

5.2.2.3 The Department will not accept copies of transcripts; and

5.2.3 Official score on the Praxis Subject Assessment as provided in subsection 4.1.2; and

5.2.4 Additional documentation as required by the Department.

5.3 For an applicant who holds at least one content area Standard Certificate, the following documentation is required in the application for a Secondary Mathematics Teacher Standard Certificate:

5.3.1 Official score on the Praxis Subject Assessment as provided in subsection 4.2; and

5.3.2 Additional documentation as required by the Department.

5.4 For applicants who have met the requirements for licensure and hold a Valid and Current License or Certificate as a secondary mathematics teacher, the following documentation is required in the application for a Secondary Mathematics Teacher Standard Certificate:

5.4.1 An official copy of the Valid and Current License or Certificate; and

5.4.2 Additional documentation as required by the Department.

Idaho

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

01. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department. (7-1-21)T

Idaho Admin. Code r. 08.02.02.024

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

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

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

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

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

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

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

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

Idaho Admin. Code r. 08.02.02.015

Wisconsin

Wisconsin standards are aligned with CAEP (and relevant SPA) standards.

Wis. Adm. Code § PI 34.040 (g) Out-of-state program. The applicant meets all of the following requirements: 1. Completed an out-of-state educator preparation program that meets all of the following requirements: a. Is approved by the state education agency of the state in which it is located. b. Is comparable to an approved program, including student teaching experience. 2. Received an institutional endorsement from the preparation program. 3. Demonstrated content knowledge by meeting the requirements under s. PI 34.021 (1) (c). 4. Demonstrated pedagogical knowledge, as required under s. PI 34.021 (1) (d).

Wis. Adm. Code § PI 34.002 Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following: (1) PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils. (2) LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards. (3) LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content. (5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making. (7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities. (8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way. (9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil. (10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity

in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

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

Conn. Agencies Regs. 10-145d-451

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

- (a) Holds a bachelor's degree from an approved institution;
- (b) Has a minimum of 39 semester hours of credit in general academic courses in five of the six areas listed below. A course in United States history. On and after July 1, 1998, a survey course in United States history comprised of not fewer than three semester hours of credit shall be included.
 - (1) English;
 - (2) Natural sciences;
 - (3) Mathematics;
 - (4) Social studies;
 - (5) Foreign language; and
 - (6) Fine arts;
- (c) Has completed a subject-area major consisting of one of the following:
 - (1) A major awarded by an approved institution in the subject area for which certification is sought, except that a major in professional education may not be accepted in fulfillment of this requirement; or
 - (2) A minimum of 30 semester hours of credit in the subject for which endorsement is sought and a minimum of nine semester hours of credit in a subject or subjects related to the subject for which endorsement is sought, except that a major or course work in professional education may not be accepted in fulfillment of this requirement, and except that:
 - (A) For the general science endorsement, a major consisting of a minimum of 39 semester hours of credit in science including study in biology, chemistry, physics and earth science;
 - (B) For the history and social studies endorsement:
 - (i) A major awarded by an approved institution in history, except that on and after July 1, 1998, 18 semester hours of credit in social studies shall be included; or
 - (ii) A major in political science; economics; geography; anthropology or sociology including at least 18 semester hours of credit in history, or
 - (iii) An interdisciplinary major consisting of 39 semester hours of credit in subjects covered by the endorsement, each of which shall include 18 semester hours of credit in history including United States history, western civilization or European history and nonwestern history, provided that for the interdisciplinary major, study shall include a minimum of one course in each of the following areas: political science; economics; geography; sociology or anthropology or psychology;
 - (C) For the business endorsement, a major awarded by an approved institution in business or in any one of the subjects covered by the endorsement or an interdisciplinary major consisting of 39 semester hours of credit in subjects covered by the endorsement;

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

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

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

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

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

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

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

Iowa

Iowa Admin. Code 282-13.28

13.28(12) Mathematics.

b. 5-12.

(1) Completion of 24 semester hours in mathematics to include a linear algebra or an abstract (modern) algebra course, a geometry course, a two-course sequence in calculus, a computer programming course, a probability and statistics course, and coursework in discrete mathematics.

(2) For holders of the physics 5-12 endorsement, completion of 17 semester hours in mathematics to include a geometry course, a two-course sequence in calculus, a probability and statistics course, and coursework in discrete mathematics.

(3) For holders of the all science 9-12 endorsement, completion of 17 semester hours in mathematics to include a geometry course, a two-course sequence in calculus, a probability and statistics course, and coursework in discrete mathematics.

Maine

05-071 CMR Ch. 115, Pt. II, § 1.1

1.4 Endorsement: Secondary Teacher

- A. Function: This endorsement on a teacher certificate allows the holder to teach students in grades 6 through grade 12 in one of the following endorsement areas: 100 English/language arts, 200 social studies 300 mathematics, 350 physical science, or 395 life science.
- B. 2. Endorsement Eligibility Pathway 2
- (a) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule;
- (b) Completed a minimum of 24 semester hours in the areas relevant to the 6-12 endorsement area being sought. For purposes of this Section, this includes but is not limited to:
- i. English (e.g., composition, literature, writing)
 - ii. Life science (e.g., biology, ecology, botany, zoology, anatomy, physiology, environmental science, entomology, ornithology)
 - iii. Mathematics (e.g., algebra, geometry, calculus, probability, statistics, finite math, number theory)
 - iv. Physical science (e.g., chemistry, physics, geology, earth science, astronomy, meteorology, oceanography, soil science)
 - v. Social studies (e.g., geography, history, economics, government, anthropology, psychology, sociology);
- (c) Completed a minimum of three semester hours in diversity-centered content related to today's classroom (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods);
- (d) Completed a minimum of three semester hours in human development, educational psychology, developmental psychology, adolescent psychology, or child development;
- (e) Passed content area methods course;
- (f) Completed an approved course for teaching students with exceptionalities in the regular classroom;
- (g) Passed basic skills test in reading, writing, and mathematics, in accordance with Maine Department of Education Regulation 13, or achieved at least a 3.0 cumulative GPA in all courses required for the certification, or completed a successful portfolio review demonstrating competency in Maine's Initial Teacher Standards; and
- (h) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a conditional certificate in the endorsement area at the specified grade level.

Nebraska

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

006.35C Persons with this endorsement may teach mathematics in grades 6 through 12.

006.35D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of mathematics.

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

Official sealed transcripts reflecting completion of a Bachelor's degree from a regionally accredited college or university; and 24 semester hours of Secondary education course work, 12 semester hours of which must be in upper division courses, to include student teaching; and 24 semester hours in teaching field such as language arts, social studies, math, etc; and 3 semester hours in teaching reading for those who first entered any college or university on or after August 1, 2001

US Virgin Islands

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

5440-11 Mathematics

The holder is authorized to teach mathematics in grades 7-12.

1. Content Knowledge--Effective teachers of secondary mathematics know, understand, teach and communicate their mathematical knowledge with the breadth of understanding that reflects proficiency within and among the mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics) as outlined in the NCTM NCATE Mathematics Content for Secondary.

2. Mathematical Practices--Effective teachers of secondary mathematics:

2.1. Demonstrate proficiency in using problem-solving as a vehicle for understanding mathematics by:

2.1.1. Developing conceptual understanding of mathematical concepts through problem-solving

2.1.2. Making sense of a wide variety of problems and persevering in solving them

2.1.3. Applying various strategies to solve problems arising in mathematics and other contexts

2.1.4. Formulating and testing conjectures to generalize mathematical phenomena

2.2. Demonstrate proficiency in processes for doing mathematics by:

2.2.1. Reasoning abstractly, reflectively, and quantitatively with attention to units

2.2.2. Constructing and critiquing viable arguments and proofs

2.2.3. Representing and modeling generalizations using mathematics

2.2.4. Recognizing structure and expressing regularity in patterns of mathematical reasoning

2.2.5. Using multiple representations to model and describe mathematics

2.2.6. Organizing mathematical thinking and communicating ideas through appropriate mathematical vocabulary and symbols for multiple audiences

2.2.7. Formulating, representing, analyzing, and interpreting mathematical models derived from real-world contexts and mathematical problems.

2.3. Demonstrate an understanding of making mathematical connections by:

2.3.1. Showing the interconnectedness of mathematical ideas and how they build on one another

2.3.2. Applying mathematical connections among mathematical ideas and across various content areas and real-world context

3. Content Pedagogy--Effective teachers of secondary mathematics:

3.1. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.

3.2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences.

3.3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

- 3.4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.
 - 3.5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.
 - 3.6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.
 - 3.7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.
- For further exploration of Content Pedagogy, please see “Mathematical Teaching Practices” (from NCTM's Principles to Actions: Ensuring Mathematical Success for All).

4. Mathematical Learning Environment--Effective teachers of secondary mathematics:

- 4.1. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a growth mindset toward mathematical processes and learning.
- 4.2. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences with connections between math and the real world.
- 4.3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.
- 4.4. Demonstrate an understanding of how race, class, and gender can affect students' experiences with mathematics teaching and learning; actively combat stereotypes to avoid replication of historic patterns; and demonstrate a commitment to equitable treatment of and high expectations for all students.
- 4.5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and integrate tools and technology as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking.
- 4.6. Flexibly assess evidence of student mathematical proficiency for learning that takes place outside of the school, the school day, or the classroom.

5. Impact on Student Learning--Effective teachers of secondary mathematics:

- 5.1. Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

- 5.2. Promote personalization for each student, allowing students to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- or student-designed assessments, portfolios, performances, exhibitions and projects.
 - 5.3. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence, including authentic performance tasks and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.
 - 5.4. Convey how the development of mathematical theory and understanding is a historical process with continuous creation of new knowledge and the refinement of previous knowledge.
 - 5.5. Convey roles and responsibilities of mathematicians with respect to social, economic, cultural and political systems.
6. Professional Knowledge and Skills--Effective teachers of secondary mathematics:
- 6.1. Take an active role in their professional growth and maintain a current understanding of changes in the content and pedagogy of mathematics and learning theory by participating in professional learning experiences that directly relate to the learning and teaching of mathematics.
 - 6.2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge learning; involve colleagues, other school professionals, families, and various stakeholders; and advance their learning as a reflective practitioner.
 - 6.3. Demonstrate knowledge of misconceptions typically held by adolescents and effective methods for intervening to correct such misconceptions.
 - 6.4. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.
7. A major in mathematics, or the equivalent in undergraduate and/or graduate coursework in mathematics (at least 30 hours of which at least 9 must be at the advanced undergraduate level or higher).
8. A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in an endorsement requiring competencies with the Core Teaching Standards.
9. REQUIRED TESTING: Praxis II Subject Assessment: Mathematics - Test Code 5161.

Virginia

8 VAC 20-23-430

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 mathematics; or
2. Earned a baccalaureate degree from a regionally accredited college or university and completed a major in mathematics or 36 semester hours of coursework distributed in each of the following areas:
 - a. Algebra. Experience shall include linear algebra (matrices, vectors, and linear transformations) and abstract algebra (ring, group, and field theory);
 - b. Geometry. Experience shall include Euclidean and non-Euclidean geometries;
 - c. Analytic geometry;
 - d. Probability and statistics;
 - e. Discrete mathematics. Experience shall include the study of mathematical properties of finite sets and systems and linear programming;
 - f. Calculus. Experience shall include multivariable calculus;
 - g. Mathematical modeling; and
 - h. Computer science, including two programming languages.

8 VAC 20-23-190

Professional studies requirements for preK-12, secondary grades 6-12, and adult education endorsements: 18 semester hours. Professional studies requirements for special education endorsements: 21 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human development and learning (birth through adolescence): 3 semester hours.
 - a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.
 - b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disabilities; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.
2. Curriculum and instruction: 3 semester hours.
 - a. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; selection, development, and use of appropriate curricula,

methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

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

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

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

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

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

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

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

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

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

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

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

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

- e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as diagnostic, college admission exams, industry certifications, and placement assessments shall be included.
4. Foundations of education and the teaching profession: 3 semester hours.
- a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.
 - b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.
 - c. Professionalism and ethical standards, as well as personal integrity shall be addressed.
 - d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.
5. Classroom and behavior management: 3 semester hours.
- a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.
 - b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.
 - c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.
 - d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and the students' ages shall be understood and demonstrated in techniques used in the classroom.
6. Language and literacy.
- a. Adult education, preK-12, and secondary grades 6-12 - literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.
 - b. Special education - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a

beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

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

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

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

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