

# Physical Education - Jurisdiction Specific Requirements (JSR)

Alabama	3
Alaska	3
Arizona	3
Arkansas	3
California	4
Colorado	5
Connecticut	7
Delaware	9
Florida	9
Georgia	9
Hawaii	9
Idaho	9
Illinois	10
Indiana	10
Iowa	11
Kentucky	12
Louisiana	12
Maine	13
Maryland	15
Massachusetts	15
Michigan	15
Minnesota	16
Mississippi	20
Missouri	20
Montana	20
Nebraska	21
Nevada	22
New Hampshire	22
New Jersey	24
New Mexico	24
New York	24
North Carolina	25
North Dakota	25
North Mariana Islands	25

<b>Ohio</b>	<b>25</b>
<b>Oklahoma</b>	<b>26</b>
<b>Oregon</b>	<b>26</b>
<b>Pennsylvania</b>	<b>26</b>
<b>Puerto Rico</b>	<b>26</b>
<b>Rhode Island</b>	<b>26</b>
<b>South Carolina</b>	<b>27</b>
<b>South Dakota</b>	<b>27</b>
<b>Tennessee</b>	<b>27</b>
<b>Texas</b>	<b>27</b>
<b>Utah</b>	<b>27</b>
<b>Vermont</b>	<b>28</b>
<b>Virginia</b>	<b>29</b>
<b>Washington</b>	<b>36</b>
<b>West Virginia</b>	<b>36</b>
<b>Wisconsin</b>	<b>36</b>
<b>Wyoming</b>	<b>38</b>

# Alabama

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

# Alaska

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

# Arizona

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

# Arkansas

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

# California

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

# Colorado

## 1 CCR 301-101:4.16

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

4.16(1) The physical education educator is knowledgeable about the content of physical education and is able to:

4.16(1)(a) articulate effectively to students, other educators and interested stakeholders the socio-cultural, philosophical and psychological foundations of physical education, including the historical development of play, games, dance and sports, and the study of human growth and development.

4.16(1)(b) effectively articulate the physical and biological science foundations of physical education including, but not limited to, such areas as human anatomy, exercise physiology, kinesiology and health.

4.16(1)(c) effectively instruct students about the fundamentals of physical movement including the patterns and types of movement, gymnastics, tumbling, games, team and individual sports, physical fitness and perceptual motor activities.

4.16(2) The physical education educator is knowledgeable about and able to demonstrate and effectively instruct students at appropriate age/grade levels about:

4.16(2)(a) four or more individual and/or dual activities including, but not limited to, wrestling, track and field, tennis, bowling, golf, badminton, archery, rodeo, gymnastics, aquatics, rhythm, dance, weight-training and fitness.

4.16(2)(b) four or more team sports and/or games including, but not limited to, baseball, softball, basketball, lacrosse, field hockey, water polo, flag and contact football, soccer, volleyball and skiing.

4.16(3) The physical education educator is knowledgeable about and able to demonstrate the organization, planning, administering, teaching and evaluating of a program of physical education including, but not limited to:

4.16(3)(a) adaptive physical education.

4.16(3)(b) first aid.

4.16(3)(c) prevention and care of athletic injuries.

4.16(3)(d) rules and officiating.

4.16(3)(e) analyses and techniques involved with competitive sports.

4.16(4) The physical education educator provides students with motivation and encouragement to establish attitudes and behaviors and to pursue activities which will result in lifetime fitness.

4.16(5) The physical education educator is able to effectively integrate into instruction the following skills: collaboration, critical thinking and reasoning, information literacy, self-direction and invention.

4.16(6) The physical education educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

# Connecticut

On and after July 1, 1993, to receive an initial educator certificate for a special subject or field 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) 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) Natural sciences;
- (2) Social studies;
- (3) Fine arts;
- (4) English;
- (5) Mathematics; and
- (6) Foreign language;

(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 endorsement is sought, except that a major in professional education may not be accepted in fulfillment of this requirement, provided that physical education and technology education majors may be accepted in fulfillment of this requirement; or
- (2) A minimum of 30 semester hours of credit in the special subject or field for which certification is sought and a minimum of nine semester hours of credit in a subject or subjects directly related to the subject for which certification is sought, except that a major or course work in professional education may not be accepted in fulfillment of this requirement, provided that physical education and technology education majors or courses may be accepted in fulfillment of this requirement; or
- (3) A major awarded by an approved institution in any one of the subjects covered by the endorsement, except that a major or course work in professional education may not be accepted in fulfillment of this requirement; and

(d) 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:

- (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 includes areas such as: (1) subject-area curriculum and methodology and (2) effective teaching skills;
- (4) Supervised observation, participation and full-time responsible student teaching 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.

Conn. Agencies Regs. 10-145d-456



## Delaware

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

## Florida

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

## Georgia

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

## Hawaii

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

## Idaho

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

## Illinois

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

## Indiana

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

# Iowa

Iowa Admin. Code 282-13.28

13.28(14) Physical education.

- a. K-8. Completion of 24 semester hours in physical education to include coursework in human anatomy, human physiology, movement education, adaptive physical education, personal wellness, human growth and development of children related to physical education, and first aid and emergency care. A current certificate of CPR training is required in addition to the coursework requirements.
- b. 5-12. Completion of 24 semester hours in physical education to include coursework in human anatomy, kinesiology, human physiology, human growth and development related to maturational and motor learning, adaptive physical education, curriculum and administration of physical education, personal wellness, and first aid and emergency care. A current certificate of CPR training is required in addition to the coursework requirements.

## Kentucky

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

## Louisiana

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

# Maine

05-071 CMR Ch. 115, Pt. II, § 1.1

1.5 Endorsement: Pre-Kindergarten through Grade 12 Teacher (All Subjects Other than Art and Music)

A. Function: This endorsement on a teacher certificate allows the holder to teach students pre-kindergarten through grade 12 in one of the following endorsement areas: 510 physical education, 517 dance, 520 health, 625 theater, 640 business education, 670 family and consumer science, 680 computer technology, and 700 industrial arts/technology education.

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 pre-kindergarten through grade 12 endorsement area being sought;
- (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.

## Maryland

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

## Massachusetts

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

## Michigan

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

# Minnesota

Minnesota Rules, part 8710.4700 Subpart 1. Scope of practice. A teacher of physical education is authorized to provide to students in kindergarten through grade 12 instruction that is designed to enhance physical growth and development through learning to move and learning through movement.

Subp. 2. Licensure requirements. A candidate for licensure to teach physical education to students in kindergarten through grade 12 shall:

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

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

- A. A teacher of physical education understands and applies the skills necessary to perform varied physical activities including:
  - (1) essential elements and sequencing of basic motor skills;
  - (2) individual, dual, and team activities; lifetime fitness activities; fundamental gymnastics; rhythms and dance, for example, singing games and folk, square, ballroom, creative, contemporary, and modern dance; low organization, lead up, and cooperative games; aquatics; aerobics, body mechanics, conditioning exercises, and strength training;
  - (3) appropriate instructional cues and prompts for basic motor skills and physical activity; and
  - (4) how to support and encourage learner expression through movement.
- B. A teacher of physical education understands disciplinary knowledge of physical activities and well-being, including:



- (1) the organic, skeletal, and neuromuscular structures of the human body and how these structures adapt and contribute to physical activity, motor performance, fitness, and wellness;
- (2) concepts and strategies related to physical activity and fitness;
- (3) disciplinary concepts and principles to skillful movement and physical activity;
- (4) interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from multiple subject areas;
- (5) organization and administration of physical education programs;
- (6) etiquette, sportsmanship, and officiating;
- (7) selection and use of appropriate supplies and equipment;
- (8) safety issues to consider when planning and implementing instruction;
- (9) appropriate emergency procedures;
- (10) safety, CPR, first aid procedures, and prevention and care of injuries;
- (11) the relationship among physical activity, fitness, and health including developmental adaptive physical education programs;
- (12) historical, philosophical, sociological, and psychological factors associated with varied physical activities; and
- (13) health-related concepts, concerns, assumptions, debates, processes of inquiry, and personal hygiene central to the study of physical activity.

C. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of physical education with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of physical education to children, preadolescents, and adolescents must:

- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;
- (2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;
- (3) understand the benefits and implications of, and how to, promote lifelong physical recreation;

- (4) develop curriculum goals and purposes based on the central concepts of physical education and know how to apply instructional strategies and materials for achieving student understanding of this discipline;
- (5) understand the role and alignment of district, school, and department mission and goals in program planning;
- (6) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (7) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and
- (8) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.

D. A teacher of physical education must understand the content and methods for teaching reading including the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials including electronic resources to support reading and writing instruction including:

- (1) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;
- (2) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific words; and
- (3) the ability to identify instructional practices, approaches, methods, and match materials to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.

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

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

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

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

Subp. 5. [Repealed, L 2015 c 21 art 1 s 110]

Minn. R. 8710.4700

## Mississippi

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

## Missouri

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

## Montana

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

# Nebraska

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

006.39C Persons with this endorsement may teach physical education in prekindergarten through grade 6, grades 7 through 12, or prekindergarten through grade 12.

006.39D Certification Endorsement Requirement: This endorsement requires a minimum of 30 semester hours in physical education courses for prekindergarten through grade 6 or grades 7-12 endorsements.

006.39D1 The PK-6 endorsement requires a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in elementary school physical education programs.

006.39D2 The 7-12 endorsement requires a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in secondary school physical education programs.

006.39D3 Applicants seeking both the PK-6 and 7-12 endorsements or the PK-12 endorsement, are required to earn a minimum of 42 semester hours of course work as prescribed above for elementary and secondary school physical education programs.

# Nevada

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

# New Hampshire

N.H. Code Admin. R. Ed 507.16

The following requirements shall apply to the certification of a physical education teacher in grades K-12:

- (a) To be certified as a physical education teacher, the candidate shall have at least a bachelor's degree.
- (b) The department of education shall assess the skills, competencies and knowledge of candidates for certification as physical educators 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 a physical education teacher shall have the following skills, competencies and knowledge through a combination of academic experiences and demonstrated competency in the following areas:
  - (1) In the area of scientific and theoretical knowledge:
    - a. Describe and apply physiological and biomechanical concepts related to:
      - 1. Skillful movement;
      - 2. Physical activity; and
      - 3. Fitness;
    - b. Describe and apply motor development theory and principles related to:
      - 1. Skillful movement;
      - 2. Physical activity; and
      - 3. Fitness;

c. Describe and apply motor learning theory and principles related to:

1. Skillful movement;
2. Physical activity; and
3. Fitness;

d. Analyze and correct critical elements of motor skill performance;

e. Identify historical, philosophical, and social perspectives of physical education issues;

and

f. Identify specific federal and state legislation relative to the rights of students;

(2) In the area of skill-based and fitness-based competence:

a. Demonstrate or cause to be demonstrated competence in motor skill performance for a variety of physical activities and movement patterns including:

1. Fundamental movement;
2. Sports-related;
3. Dance-related; and
4. Health-related fitness; and

b. Demonstrate, or cause to be demonstrated, performance concepts related to skillful movement in a variety of authentic physical activity environments; and

(3) In the area of pedagogical content knowledge:

a. Design and implement lesson and unit plans linked to program and instructional goals that support the needs of all students;

b. Develop and implement developmentally appropriate, measurable, performance-based goals and objectives aligned with local, state, and/or national standards;

c. Plan and implement progressive and sequential content that is aligned to instructional goals and objectives and addresses the diverse needs of all students;

d. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives;

- e. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences;
- f. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment;
- g. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment; and
- h. Demonstrate effective verbal and nonverbal communication that conveys respect and sensitivity.

## New Jersey

### Degree Requirement

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

### Cumulative GPA Requirement

## New Mexico

Official sealed transcripts reflecting completion of a Bachelor's degree from a regionally accredited college or university; and 24 semester hours in PreK-12 Education program including student teaching; and 3 semester hours in teaching reading for those who first entered any college or university on or after August 1, 2001; and 24 semester hours in teaching field, e.g., language arts, or social studies with 12 of those hours earned at the upper division (generally 300 or above)

## New York



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

## North Carolina

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

## North Dakota

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

## North Mariana Islands

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

## Ohio

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

## Oklahoma

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

## Oregon

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

## Pennsylvania

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

## Puerto Rico

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

## Rhode Island

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

## South Carolina

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

## South Dakota

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

## Tennessee

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

## Texas

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

## Utah

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

# Vermont

5440-08 Physical Education

The holder is authorized to teach physical education in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

# Virginia

## 8 VAC 20-23-380

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 health and physical education; or
2. Earned a baccalaureate degree from a regionally accredited college or university and completed a major in health and physical education or 45 semester hours of coursework distributed in the following areas:
  - a. Personal health, safety, and care of athletic injuries: 3 semester hours;
  - b. Human anatomy, physiology, exercise physiology, and biomechanics of human movement: 9 semester hours;
  - c. General health and physical education theory, including curriculum design and development in health and physical education: 3 semester hours;
  - d. Instructional methods and skills for secondary physical education: 3 semester hours;
  - e. Concepts of motor learning, instructional methods, and skills for elementary physical education: 3 semester hours;
  - f. Instruction methods for elementary and secondary school health: 3 semester hours;
  - g. Health and physical education electives: 9 semester hours;
  - h. Instructional methods and strategies for adapted physical education: 3 semester hours;
  - i. Technology in health and physical education: 3 semester hours;
  - j. Principles of human nutrition: 3 semester hours; and
  - k. Assessment and evaluation in the content area: 3 semester hours.

## 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.

# Washington

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

# West Virginia

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

# Wisconsin

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

Wis. Adm. Code § P 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. P 34.021 (1) (c).
4. Demonstrated pedagogical knowledge, as required under s. P 34.021 (1) (d).

Wis. Adm. Code § P 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.

## Wyoming

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