

Tiered Teacher Certification and Performance-Based Assessment

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Introduction

In response to a request from the Minnesota Board of Teaching, Regional Educational Laboratory (REL) Midwest produced this brief in order to identify relevant research on tiered teacher certification systems, state policies on teacher certification, and the criteria used to determine movement from one tier to the next. The brief summarizes recent research on teacher performance-based assessment as it relates to teacher certification. An overview of teacher certification requirements in states in the Midwest region and states that have been awarded grants through the Race to the Top Fund is presented in an appendix.

Background

A number of states have tiered teacher certification systems that define levels of professional competence and identify criteria for moving from one tier to the next. Tiered licensure systems typically include the following levels: initial licensure, standard or professional licensure, and master or lead teacher licensure. Some states also include provisional licensure for individuals who have not yet completed a teacher education program or who are completing alternate routes to certification.

In nearly all states, teachers are required to pass at least three tests—basic skills, subject matter, and professional knowledge—in order to become licensed, although research indicates that these tests may have little value in predicting teachers' classroom performance (Crowe, 2010; Darling-Hammond, 2010; Mitchell Robinson, Plake, & Knowles, 2001). Rather than relying on these paper-and-pencil tests, some states have begun to develop and implement performance-based assessments to measure the effectiveness of beginning teachers. In addition, at least 32 states use the National Board Certification assessment process as a basis for teacher evaluation, salary increases, and the selection of master or lead teachers; 28 use certification status as a proxy for license renewal (Darling-Hammond 2010). Since its inception in 1987, the National Board for Professional Teaching Standards has granted advanced certification to more than 91,000 teachers nationwide (Alliance for Excellent Education, 2011).

Recently, a group of 20 states has joined with the American Association of Colleges for Teacher Education, the Council of Chief State School Officers, and Stanford University to create a system of reliable, valid, and nationally available performance assessments for teachers at all levels—from initial entry into the profession through accomplished teaching. This consortium is currently conducting a three-year pilot of the Teacher Performance Assessment, an initial licensing assessment intended to make teacher preparation and licensing performance based (Alliance for Excellent Education, 2011; Darling-Hammond, 2010).

Teacher Certification and Performance-Based Assessment

An Internet-based search of the literature was conducted using the EBSCO Academic Search Premier database and Google Scholar. The reference lists of articles identified in the searches were then scanned to identify additional relevant sources (snowball method). Only articles published after the year 2000 were considered for inclusion. Experimental studies were included, as were well-designed longitudinal correlational studies and systematic literature reviews. The following search terms were used: “teacher licensure and assessment,” “teacher certification and assessment,” and “teacher licensure measures.”

Two primary types of research studies were identified: studies focusing on the impact of National Board-Certified teachers on student outcomes, and studies focusing on the impact of performance-based assessments for beginning teachers on student outcomes. A summary of findings from these studies is presented. The development of the Teacher Performance Assessment, currently being piloted by the Teacher Performance Assessment Consortium, also is described.

Research on National Board Certification

The National Board for Professional Teaching Standards (NBPTS) was established in 1987 to establish high standards for what teachers need to know and be able to do, and to certify teachers who meet those standards. The standards outline what accomplished teaching looks like in more than 30 teaching areas defined by subject area and the developmental level of students. NBPTS then developed an assessment that assembles evidence of teachers’ practice and performance in a portfolio that includes videotapes of teaching accompanied by commentary, lesson plans, evidence of student learning over time linked to evidence about the teachers’ work with individual students, as well as commentary describing, analyzing, and reflecting on this evidence. Such evidence might include examples of student work linked to teacher lesson plans and documentation of how the candidate uses classroom instruction and targeted questions to engage students in discourse about important concepts, procedures, and reasoning processes. Specifically, candidates are required to: (1) demonstrate that they know and understand their students and their learning needs, and show that they can select content standards and learning goals that are appropriate and meaningful for those students; (2) demonstrate their ability to plan a lesson that is closely related to those standards and goals and is tailored to their students’ learning needs; (3) video-record their implementation of the lesson and compile evidence that their classroom environment encourages student learning; and (4) analyze in writing what took place during their teaching and reflect on how what they learned about themselves as a teacher and their practice will influence both their future teaching and their students’ learning (National Board of Professional Teaching Standards, 2011).

NBPTS awards certification in 25 areas, and a separate assessment has been developed for each area of specialization. The pieces of evidence included in the assessment portfolio are scored by trained raters who are knowledgeable in the same teaching field, using rubrics that define critical dimensions of teaching as the basis of the evaluation (Darling-Hammond, 2010; Hakel, Koenig, & Elliot, 2008).

As part of a comprehensive evaluation of the NBPTS certification process, the National Research Council (Hakel et al., 2008) evaluated the procedures for scoring the assessment exercises and setting the passing score, the reliability and validity of the scores, and the extent to which the assessments fairly appraise the skills of all teachers applying. Overall, the council concluded that “the board has taken appropriate steps to ensure that the assessments meet professional standards and results from validity studies document that the assessments are effective in identifying teachers who demonstrate accomplished teaching practices” (Hakel et al., pp. 4–5). However, they noted that although “the reliability of the scores from the NBPTS assessments is consistent with expectations for a largely portfolio-based process, [it is] lower than that desired for a high-stakes testing program” (p. 5).

The council also conducted a systematic review of research studies that used student achievement test data to evaluate the effects of board-certified teachers on test scores. Ten studies were reviewed. Three of the studies (McCloskey et al., 2005; Stone, 2002; and Vandevort, Amrein-Beardsley, & Berliner 2004) relied on relatively small sample sizes. The council judged that the small sample sizes combined with other methodological limitations made it difficult to draw conclusions from the studies. Of the remaining seven studies, only one (Cantrell, Fullerton, Kane, & Staiger, 2007) met What Works Clearinghouse standards for rigorous research. This study used random assignment of teachers to classrooms. The other six studies used statistical controls to adjust for differences in school, teacher, and student characteristics (Cavalluzzo, 2004; Clotfelter, Ladd, & Vigdor, 2006; Clotfelter et al., 2007a; Clotfelter et al., 2007b; Goldhaber & Anthony, 2007; Harris & Sass, 2006). The summary of findings presented draws from the council’s review (see Hakel et al., 2008, pp. 154–181).

Using data for students and teachers in the Los Angeles Unified School District, Cantrell et al. (2007) identified applicants for board certification, some of whom were subsequently certified and others who were not. Each applicant was matched with a nonapplicant comparison teacher in the same school and grade. Classrooms were then randomly assigned to teachers. Two additional samples of board-certified and nonboard-certified teachers were identified to allow the researchers to study the effects of random and nonrandom assignment on the results. The researchers classified applicants as passed, failed, or withdrawn and compared achievement test results for the students taught by each of these groups and students taught by the nonapplicants. The findings for the three groups indicate that applicants who were subsequently certified were more effective than those who applied but failed, and the differences were statistically significant. There were small differences in effectiveness between board-certified teachers and nonapplicants, but these differences were not statistically significant. The results for the nonexperimental sample showed similar patterns, but the effect sizes were much smaller.

The other six studies all compare gains in test scores of students taught by board-certified teachers to gains in scores for students taught by nonboard-certified teachers who were otherwise qualified to pursue board certification (i.e., were licensed to teach and had at least three years of teaching experience). As a group, these studies show that the students of board-certified teachers performed better than students taught by nonboard-certified teachers.

Across the seven studies, the magnitude of effects varied, with the effect sizes reported by Cantrell et al. (2007) slightly larger than those reported in the other studies. Cantrell et al. (2007)

indicate that teachers who passed raised their students' achievement about .20 of a standard deviation more in both math and reading than teachers who failed. In the other studies, the differences ranged from .09 to .13 in math and from .03 to .05 in reading. Although these differences are statistically significant, they are small in an absolute sense. Hakel et al. (2008) provide the following example to provide a context for interpreting these differences: In North Carolina an improvement of 8 percent of a standard deviation in math translates to roughly 1 point on the test that has a mean score of 150.

The National Research Council concluded that the studies reviewed are generally scientifically sound but noted two broad limitations of this research:

First, much of the research draws on data from two states (Florida and North Carolina) and one district (Los Angeles), and the studies focus primarily on achievement in reading and math for third through fifth graders. We do not know the extent to which these findings can be generalized to other jurisdictions, content areas, and grades. Second, the studies define student learning in a narrow way. Standardized tests of student achievement are not designed to assess the sorts of higher order critical thinking skills that teachers following the board's content standards would be encouraged to focus on. (Hakel et al., 2008, p. 253)

Research on Performance-Based Assessments of Beginning Teachers

In some states, teacher performance assessments have been developed and used as a basis for initial licensing recommendations or used during the teacher induction period as a basis for moving from provisional to professional licensure. Similar to the National Board Certification assessment process, these state assessments are subject specific and require teachers to assemble a portfolio that includes lesson logs, videotapes of teaching, examples of student work and assessments, and teacher commentaries. Teachers also are asked to document their plans and teaching for a unit of instruction or a series of lessons that illustrate their planning, teaching, assessment of student learning and reflection on teaching and learning. These documents and artifacts are then evaluated by trained raters who score them against specific criteria that reflect standards of best practices (Darling-Hammond, 2010). Recent studies have been conducted in Connecticut and California to assess the predictive validity of performance-based assessments for beginning teachers (i.e., whether the assessments predict teacher effectiveness as measured by student achievement).

Using longitudinal data from two Connecticut school districts, Wilson, Pecheone, and Moss (2007) investigated the relationship between teachers' ratings on the Connecticut Beginning Educator Support and Training (BEST) performance assessment¹ and student achievement. The study used statistical controls to adjust for teacher background characteristics and performance on the paper-and-pencil Praxis II assessment, student pretest and demographic characteristics, and school context. The study found that teachers' scores on the BEST assessment predicted student gains in reading achievement. Specifically, a one unit change in the portfolio score (e.g., a change from a "2" to a "3" on the assessment's four-point scale) corresponded to about a 40 percent gain in

¹ For many years, Connecticut required beginning teachers to pass a BEST performance assessment in their second or third year of teaching to be granted a professional license. Recently, Connecticut suspended this requirement because the state could not fund the mentoring component.

student reading achievement during the school year. In an additional analysis, the researchers also examined the relationship between the portfolio scores and alternate measures of teacher quality—ETS’s Praxis series of tests. No relationship was found between BEST portfolio scores and Praxis scores, or between Praxis scores and students’ average reading achievement, indicating that the BEST assessment was a better predictor of teacher effectiveness.

A recent study conducted by Newton (2010) presents preliminary findings on the relationship between beginning teacher’s scores on the Performance Assessment for California Teachers (PACT)² and their subsequent teaching effectiveness as measured by students’ achievement gains in English language arts. Longitudinal administrative data for a large urban school district were used to construct value-added models estimating the relationship between teacher performance on PACT and gains in student achievement associated with each teacher.³ The study found that for each additional point a teacher scored on PACT (scored on a 44-point scale), his or her students averaged a gain of one percentile point per year on the California Standards Tests as compared with similar students. Thus, students taught by a teacher at the top of the scale (44) scored, on average, 20 percentile points higher than those taught by a teacher receiving the lowest passing score (24). A limitation of the study is that the sample sizes were small (259 students of 14 teachers in Grades 3–6). Additional research is needed with larger samples to determine whether the findings can be generalized to other school districts, content areas, and grades.⁴

The Teacher Performance Assessment Consortium

Stanford University, the American Association of Colleges of Teacher Education, and the Council of Chief State School Officers formed a partnership to develop the Teacher Performance Assessment (TPA), a 21-state initiative involving over 100 teacher preparation programs. The consortium already has developed a teacher performance assessment for preservice teachers based on the model designed by the California PACT consortium. The Teaching Event is the core of the assessment and involves documentation of three to five days of teaching and learning in a subject-specific area. This process requires teacher candidates to submit evidence of their practice and its outcomes, based on lesson plans with adaptations for special education students and English learners, video clips of instruction with teachers’ commentary, case studies of

² PACT measures the readiness of beginning teachers to teach by assessing them in a variety of teaching proficiencies, demonstrated in actual classrooms. PACT consists of two classes of assessments—embedded signature assessments to be completed throughout the year and a summative assessment of teaching knowledge and skills during student teaching, also known as the teaching event. According to Pecheone and Chung (2006), “To complete the teaching event, the candidate must plan and teach a learning segment (i.e., an instructional unit or part of a unit), videotape and analyze their instruction, collect student work and analyze student learning, and reflect on their practice” (p. 24). Newton (2010) analyzed teacher scores on the teaching event.

³ Value-added analyses use statistical models to compare outcomes of a teacher’s students with the outcomes for similar students in the sample. Such models allow for estimating a teacher’s effects on student learning relative to other teachers in the sample. Newton (2010) observes that “it is generally accepted that value-added estimates provide more useful information about a teacher’s effects on student learning than data on student outcomes alone because they address factors such as prior achievement and student demographic characteristics. However, even the best models fall short as causal estimates, for a variety of reasons” (p. 10). To address this issue, Newton explored a number of alternative models in the analysis of PACT data to check the robustness of findings across models.

⁴ Additional studies have been conducted to assess the validity and reliability of the PACT assessment (see Pecheone & Chung, 2007, for a review). Overall, the results of these studies indicate that PACT is a valid, reliable, and fair assessment of teacher performance.

individual students, and analyses of assessments and student work. The evidence is assembled in response to specific tasks and prompts that provide information about critical aspects of teaching linked to standards of student learning and standards of teaching. Five tasks included in the PACT⁵ have been condensed into three for the TPA: planning instruction and assessment, engaging students and supporting learning, and assessing student learning. Two other dimensions—reflection and “academic language,” the ability of teacher candidates to develop students’ language skills—are evaluated throughout the teaching event. The area of “academic language” is continuing to be refined given the recognition that many students, not just English learners, need explicit support in using disciplinary terminology and understanding complex texts (Alliance for Excellent Education, 2010; Darling-Hammond, 2011).⁶

Piloting of the assessment began in 2010–11. A larger pilot is currently being conducted, and a full scale-up program is planned for 2012–13 in five states (Massachusetts, Minnesota, New York, Tennessee, and Washington), all of which have adopted the TPA as a requirement for licensing. Other states will decide whether to adopt the assessments after piloting is completed. A more advanced version of the assessment is being developed for use at the point of transition from provisional to professional licensure and to guide the mentoring process during the induction period. This assessment will be similar in design to the preservice teacher assessment but will focus less on teacher planning and more on evidence of student learning, and the capacity to use student learning results in designing instruction (Alliance for Excellent Education, 2010; Darling-Hammond, 2011).

⁵ The five tasks included in the PACT are context for learning, planning, instruction, assessment, and reflection.

⁶ Like the PACT assessment, the TPA also includes Embedded Signature Assessments (ESAs). The ESAs are the local component of the assessment and offer programs an opportunity to reflect their local program emphases and values.

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Appendix

Teacher Licensure Requirements: Midwest Region and Race to the Top States

Review Methods

Information on teacher licensure systems and requirements was obtained primarily through a search of legislature websites and state education agency websites. An Internet-based search was conducted using primarily one search engine: Google. The search relied on search terms that included the name of a state and “teacher certification” or “teacher licensure.” The tables in this appendix present the following information for each of the Midwest-region states and Race to the Top states:

- The state teacher licensing authority
- The number of teacher licensing tiers
- The title of each license by tier
- The length of validity of the license
- The general requirements for each licensing tier (e.g., specific eligibility criteria, including criteria or performance measures that must be met to move from one tier to the next)
- The renewal requirements for each tier
- A list of sources used with links to relevant websites

Information on the relationship of teacher evaluation systems (including teacher performance assessments) to licensure criteria and the role of induction or phase-in practices in tiered licensing systems is included where applicable.

State Licensing and Certification Requirements: Midwest States

Illinois

State Teacher Licensing Authority: Illinois State Board of Education

Number of Tiers: 3

Legislation	Description of Tiers and Requirements for Licensure and Renewal
Ill. Admin. Code 25.11, 25.25, 25.720	<p><u>Initial Teaching Certificate</u></p> <p>Length of Validity: 4 years</p> <p>General Requirements: Each applicant shall have successfully completed:</p> <ul style="list-style-type: none"> • Preparation or teaching in the area of specialization through one of the following: <ul style="list-style-type: none"> ▪ An approved Illinois teacher preparation program for the appropriate certificate, including coursework addressing the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled ▪ A comparable program in another state or country or a comparable certificate issued by another state or country (see Section 25.425 of this Part) ▪ A valid certificate of another type issued by Illinois, and additional coursework and/or experiences as may be required. • 32 semester hours in the applicant’s area of specialization or a major in the field. • Pre-student-teaching field experiences. (Applicants with teaching experience at the K–9 level may not need to complete pre-student-teaching clinical experience.) • Student teaching. (Applicants presenting the required credit in student teaching and evidence of teaching experience as verified by an employer need not complete another student teaching experience.) • Required tests as specified in Section 25.720 of this Part: a basic skills test, a content area test, Assessment of Professional Teaching relevant to the certificate sought. <p>Renewal Requirements:</p> <ul style="list-style-type: none"> • Initial Certificate holders are required to move to a Standard Certificate. However, an individual may receive a reinstated certificate, valid for one year.

<p>Ill. Admin. Code 25.11, 25.905, 25.805</p>	<p><u>Standard Teaching Certificate</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Four years of teaching on an Initial Certificate, and successful completion of one of the following options (out-of-state applicants may qualify for a reduction in the requirements): <ul style="list-style-type: none"> ▪ Complete an approved program of induction and mentoring. ▪ Complete at least four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching; ▪ Complete at least four semester hours of graduate-level coursework addressing the requirements for certification by the National Board for Professional Teaching Standards. ▪ Complete at least 12 semester hours of graduate-level coursework towards, or either hold or receive, an advanced degree from an accredited institution of higher education in an education-related field, provided that the coursework completed meets prescribed requirements. ▪ Accumulate 60 continuing professional development units (CPDUs), or such quantity as may be applicable under Section 21-2(c)(2)(E) of the School Code. ▪ Complete a nationally normed, performance-based assessment, if such an assessment is made available. ▪ Complete the requirements for being considered "highly qualified" in an additional teaching field. ▪ Receive a post-baccalaureate, education-related professional development certificate issued by an Illinois institution of higher education. ▪ Complete all required activities in pursuit of certification by the National Board for Professional Teaching Standards. ▪ Receive a subsequent certificate or an additional endorsement. <p>Renewal Requirements: The following may be used to fulfill 100% of the requirement for continuing professional development for purposes of standard certificate renewal:</p> <ul style="list-style-type: none"> • Complete an advanced degree from a regionally accredited institution in an education-related field. • Complete eight semester hours of college coursework in an undergraduate or graduate-level program related to education, provided that at least two semester hours are chosen to address the purpose described in Section 21-14(e)(2)(A) of the School Code. • Complete all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS). • Receive subsequent Illinois certificate or endorsement.
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	<ul style="list-style-type: none"> • Become "highly qualified" in an additional teaching area. (Each individual using this option shall have completed at least some portion of the requirements in the additional field during the period Successful completion of four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards. • Complete four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards. • Complete four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards. • Complete 120 continuing professional development units.
<p>Ill. Admin. Code 25.11, 25.800, 25.832</p>	<p><u>Master Teaching Certificate</u></p> <p>Length of Validity: 10 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Upon application, a holder of certification issued by the National Board for Professional Teaching Standards (NBPTS) shall be issued a comparable Illinois master certificate. Endorsements comparable to those held by the individual shall appear on the master certificate. The State Board shall make available the list of NBPTS certifications for which Illinois master credentials are available and shall update that list as the NBPTS expands its areas of certification. <p>Renewal Requirements:</p> <ul style="list-style-type: none"> • Renewal of standard and master teaching certificates is contingent upon certificate holder's presentation of proof of continuing education or professional development. • When an Illinois certificate holder successfully renews his or her National Board certification, he or she shall be entitled to renew his or her Illinois master certificate and any other certificate(s) held if the applicable requirements have also been met. However, a holder of a master certificate may also use completion of the NBPTS process for renewal of certification (as distinct from renewal of NBPTS certification) to fulfill 100% of the requirement for continuing professional development. • The holder of an Illinois master certificate whose certification through the NBPTS is not renewed shall nevertheless be entitled to renew the master certificate when it expires, provided that the applicable requirements have been met during the master certificate's period of validity.

Sources: Illinois Administrative Code, retrieved October 26, 2011, from <http://www.isbe.state.il.us/rules/archive/pdfs/25ark.pdf>.
Illinois Board of Education, *Guide to Requirements for Certification of Educators*, retrieved October 22, 2011, from <http://www.isbe.state.il.us/certification/requirements/toc.htm>.

Indiana

State Teacher Licensing Authority: Indiana State Board of Education

Number of Tiers: 3

Legislation	Description of Tiers and Requirements for Licensure and Renewal
515 IAC 8-1-1, 8-2-1, 9-1-2	<p><u>Initial Practitioner License</u></p> <p>Length of Validity: 2 years</p> <p>General Requirements: Completion of both 1 and 2 below.</p> <p>1. Completion of at least one of the following:</p> <ul style="list-style-type: none"> • A baccalaureate degree from an institution of higher education accredited to offer teacher preparation programs, and completion of an undergraduate program including: <ul style="list-style-type: none"> ▪ A minor or concentration in any of the content areas approved by the board ▪ A major or content area in education from an approved program that includes prescribed credits in general education, subject matter concentration, and professional education and pedagogy ▪ A minimum of nine (9) weeks of full-time student teaching with an experienced teacher during the later stages of the program • A noneducation baccalaureate degree from an institution of higher education and completion of at least one of the following: <ul style="list-style-type: none"> ▪ An education minor or concentration from an approved program that includes professional education and pedagogy and at least nine weeks of full-time student teaching with an experienced teacher ▪ A transition to teaching program established in 515 IAC 1-6 • A baccalaureate degree from an institution of higher learning and a masters of arts in teaching approved by the board • Out-of-state applicants must meet one of the following requirements: <ul style="list-style-type: none"> ▪ Hold a valid license or certificate of eligibility from a compact state and have completed a program approved by the compact state that is required for certification of education personnel in that compact state. The program must require completion of a baccalaureate degree and a supervised field experience. ▪ Hold a valid license or certificate of eligibility from a compact state that has agreed to Section III(B)(1) of the Interstate Compact Agreement and (i) hold a baccalaureate degree; and (ii) have completed an alternative certification program approved by the member state. ▪ Hold a bachelor's degree from a teacher education program approved by NCATE or a regional institutional accrediting organization.

2. Demonstration of proficiency through completion of teacher examinations in the following area: (1) basic skills in reading, writing, and mathematics; (2) pedagogy; and (3) content specialty area. Out-of-state applicants can meet comparable requirements determined by the department.

Prior Rules:

All persons who have begun an approved teacher preparation program for initial licensure under prior rules and regulations will have until August 31, 2013, to complete the program. Applications for licensure under prior rules, including evidence of successful completion of testing requirements, must be received by the department no later than December 31, 2013.

Renewal Requirements:

- (a) Except as provided in subsections (b) through (d), the holder of an initial practitioner license who:
- (1) does not participate in a beginning residency program within two years from the date the license was issued; (2) begins but fails to complete the beginning residency program within two years from the date the license was issued; or (3) participates in the beginning residency program for the requisite period, but receives a determination or a final decision that the license holder failed to successfully complete the beginning residency program; may renew the initial practitioner license for one additional two-year period by completing and submitting the renewal application form and any documentation prescribed by the department.
- (b) A license holder who renews an initial practitioner license under subsection (a)(1) may subsequently renew the license for a second two-year period if the license holder: (1) begins but fails to complete the beginning residency program within two years of the date the license was renewed; or (2) participates in the beginning residency program but is determined to have failed to successfully complete the residency program as described in subsection (a)(3).
- (c) A license holder who has renewed an initial practitioner license in accordance with subsections (a)(1) and (b)(1) may subsequently renew the license for a third two-year period if the license holder participates in the beginning residency program but is determined to have failed to successfully complete the residency program as described in subsection (a)(3).
- (d) A license holder who renews an initial practitioner license under subsection (a)(2) may subsequently renew the license for a second two-year period if the license holder is determined to have failed to successfully complete the beginning residency program as described in subsection (a)(3).
- (e) If any application for renewal is made more than six years after the date the original initial practitioner license was issued, the renewal applicant must obtain a passing score on the content proficiency examination under 515 IAC 8-2-1(a) within the twelve months prior to the date of the renewal application to be eligible for renewal, or must complete a professional growth plan.

<p>515 IAC 4-2-1, 1-5-3, 1-7-14, 9-1- 15</p>	<p><u>Proficient Practitioner License</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements: Completion of at least one of the following:</p> <ul style="list-style-type: none"> • Holds an initial practitioner license with a specified content area and (1) has successfully completed the two-year beginning teacher residency program under 515 IAC 1-5-3, and (2) has two years of creditable experience under 515 IAC 1-7-4 (as defined below): <ul style="list-style-type: none"> ▪ The beginning teacher residency program is designed to assist beginning teachers in the performance of their duties; identify teaching skills and educational practices necessary for excellence in teaching; and requires building level administrators to assess the performance of beginning teachers. The beginning teacher residency program may include a school corporation sponsored mentoring program. The department shall: develop minimum assessment criteria to be used by a building-level administrator when assessing a beginning teacher; develop forms for use by a building-level administrator in the assessment of the beginning teacher; and provide assistance in the development and implementation of a beginning teacher residency program at the request of a school corporation. The beginning residency program includes, but is not limited to, the following: (1) an initial conference between the building-level administrator and the beginning teacher to discuss the teacher assessment schedule and the minimum assessment criteria developed by the department for teacher assessment; (2) an assessment of the beginning teacher before November 15 and April 15 during each of the two years of the beginning teacher's employment; (3) a growth plan for the beginning teacher if the building-level administrator determines after any assessment that a beginning teacher is deficient in any area being assessed. The growth plan must be in writing and include specific expectations of the building-level administrator; actions to be taken by the beginning teacher to meet the expectations; a date for the actions to be completed; and the next assessment date; (4) if the building level administrator creates a growth plan, a reassessment of the beginning teacher shall occur prior to the next assessment; (5) after April 15 of the second year of the residency program but before May 1 of that same year, the building-level administrator shall make a determination and provide a written explanation to the beginning teacher and superintendent that the beginning teacher either successfully completed the residency program or failed to successfully complete the program. ▪ The minimum amount of service to be counted as one year of creditable experience shall be the equivalent of 120 full days acquired during the regular school calendar. A half-year shall be credited for service equivalent to 60 full days, or more, but less than 120 days, acquired during the regular school calendar. Two half-years of credit may be combined for credit not to exceed one year. Not more than one year of creditable service shall be granted for services rendered within a 12-month period beginning July 1 and ending June 30. • Is an out-of-state applicant and complies with requirements determined by the department. <p>Renewal Requirements: A proficient practitioner license may be renewed for subsequent five-year periods if the applicant has met <i>one</i> of the following requirements as specified under 515 IAC 1-7-14:</p>
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	<ul style="list-style-type: none"> • Completion of the process for certification by the National Board of Professional Teaching Standards (NBPTS) in a content area for which the NBPTS offers certification and submission to the board of written verification from the NBPTS that the certification process has been completed, regardless of whether the licensee succeeded in earning NBPTS certification. • Submission of a license renewal report that demonstrates that the requirements of the professional growth plan have been met. A professional growth plan is documentation of professional growth experiences. The professional growth plan must include a minimum of 90 professional growth experience points. The professional growth experience points shall be calculated with one clock hour qualifying for one professional growth experience point based on, but not limited to, the following activities: (1) in-service workshops; (2) professional workshops and conferences; (3) mentoring of beginning teacher; (4) cooperating teacher for any college field experience including student teaching; (5) workshop presentation; (6) curriculum development; (7) educational committee membership; (8) school accreditation activities; (9) College credit: 1 semester hour = 15 professional growth points; (10) educational publication; (11) educational research; (12) participation in the school improvement planning process; (13) professional growth experiences that improve curriculum knowledge, instructional skill, classroom management skills, or any other professional growth experiences. To qualify for renewal, completed professional growth experience points must be verified by at least one of the following: a building-level administrator where the applicant is employed at the time of renewal or an immediate supervisor of the applicant if the applicant is applying for the renewal of an administrative license or school services license. • Submission of official transcripts listing completion of six (6) semester hours of college or university coursework.
<p>515 IAC 12-1-1, 1-7-14</p>	<p><u>Accomplished Practitioner License</u></p> <p>Length of Validity: 10 years</p> <p>General Requirements: An accomplished practitioner license may be issued to the holder of a proficient practitioner license if any of the following requirements are met:</p> <ul style="list-style-type: none"> • The license includes an approved content area (as set forth in 515 IAC 8-1-8 through 515 IAC 8-1-39, or 515 IAC 8-1-45 through 515 IAC 8-1-48) and the applicant holds a master's degree or higher from an institution of higher learning that substantially applies as determined by the department to the content area. • The license includes an approved district level administrator content area (as set forth in 515 IAC 8-1-40 through 515 IAC 8-1-44) and the applicant has five years of experience as an administrator and a total of 60 graduate hours of course work completed in school administration. <p>Renewal Requirements: An accomplished practitioner license may be renewed for subsequent 10- year periods if the applicant has met the requirements specified under 515 IAC 1-7-14 (described above under Proficient Practitioner License).</p>

Source: Indiana Administrative Code, retrieved October 26, 2011, from http://www.in.gov/legislative/iac/iac_title?iact=515.

Iowa

State Teacher Licensing Authority: Iowa Board of Educational Examiners

Number of Tiers: 3

Legislation	Description of Tiers and Requirements for Licensure and Renewal
IAC 282–13.1 13.5, 20.3, 20.4	<p data-bbox="369 370 541 402"><u>Initial License</u></p> <p data-bbox="369 428 688 461">Length of Validity: 2 years</p> <p data-bbox="369 480 1474 513">General Requirements: Applicants for an initial license must meet the following requirements:</p> <ul data-bbox="420 532 1915 841" style="list-style-type: none"><li data-bbox="420 532 1268 565">• Have a baccalaureate degree from a regionally accredited institution.<li data-bbox="420 565 1915 597">• Have completed a state-approved teacher education program that meets the requirements of the professional education core.<li data-bbox="420 597 1146 630">• Have completed an approved human relations component.<li data-bbox="420 630 1075 662">• Have completed the exceptional learner component.<li data-bbox="420 662 1373 695">• Have completed the requirements for one of the basic teaching endorsements.<li data-bbox="420 695 1915 841">• Meet the recency requirement: If the individual has had fewer than 160 days of teaching experience during the five-year period immediately preceding the date of application or has not completed six semester hours of college credit from a recognized institution within the five-year period, he or she must complete recent credit and, where recent credits are required, these credits shall be taken in professional education or in the applicant's endorsement area(s). <p data-bbox="369 860 1915 1023">Testing Requirements: Elementary teacher candidates who graduate from a college/university teacher education program and are recommended for licensure after September 1, 2007, must attain the qualifying score in one of the Praxis II content tests. In fulfilling this requirement, an elementary teacher candidate meets the U.S. Department of Education definition of <i>highly qualified teacher</i>. Secondary teacher candidates are considered “highly qualified” as a result of their in-depth content preparation and are not required to pass content exams.</p> <p data-bbox="369 1058 1915 1393">Renewal Requirements: If a person meets all requirements for the standard license except for the options required in rule 282—13.7(272).2 (the completion of a state-approved mentoring and induction program by meeting the Iowa teaching standards as determined by a comprehensive evaluation and two years' successful teaching experience), the initial license may be renewed upon written request. A second renewal may be granted if the holder of the initial license has not met the mentoring and induction requirements and if the license holder can provide evidence of teaching employment that will be acceptable for the experience requirement. Following payment of the appropriate fee, a Class A license (a nonrenewable one-year license) may be issued instead of the renewal of the initial license if the applicant verifies one of the following: (1) the applicant is involved in the second year of the mentoring and induction program, but the license will expire before the second year of teaching is completed; or (2) the applicant has taught for two years in a nonpublic school setting and needs one additional year of teaching to convert the initial license to the standard license.</p>

	<p>Each applicant renewing an initial license must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under certain conditions (e.g., a person is engaged in active duty in the military service).</p>
<p>IAC 282–13.7, 20.3, 20.5</p>	<p><u>Standard License</u> Length of validity: 5 years</p> <p>General Requirements: A standard license may be issued to an applicant who completes the following:</p> <ul style="list-style-type: none"> • Meets the requirements for an initial license. • Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa teaching standards as determined by a comprehensive evaluation and two years’ successful teaching experience. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years’ successful teaching experience in an Iowa nonpublic school or three years’ successful teaching experience in an out-of-state K–12 educational setting. <p>Renewal Requirements: An applicant must meet the following requirements for renewal:</p> <ul style="list-style-type: none"> • Six units are needed for renewal. These units may be earned in any combination listed as follows: <ul style="list-style-type: none"> ▪ One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master’s, specialist’s, or doctor’s degree program. ▪ One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements. ▪ One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held. ▪ One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners. ▪ Four units may be earned for successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or the master educator license. ▪ One unit may be earned upon successful acquisition of three points from the following activities: (1) mentoring a full-semester student teacher (12 or more weeks) is worth two points; (2) mentoring a half-semester student teacher (less than 12 weeks) is worth one point; (3) mentoring a practicum student or practicum students (early field experience) equivalent to 60 contact hours (hours may be accrued over several semesters) is worth one point; (4) attending (start to finish) a cooperating teachers’ workshop in conjunction with mentoring a student teacher or practicum student is worth one point; (5) serving as a multiyear member of a teacher education program’s advisory committee is worth one point. • Verification of approved Mandatory Child and Dependent Adult Abuse Training completed within the past five years. A waiver of this requirement may apply under the conditions noted above for renewal of the Initial License.

<p>IAC 282–13.8, 20.3, 20.6</p>	<p><u>Master License</u></p> <p>Length of validity: 5 years</p> <p>General Requirements: A master license may be issued to an applicant who meets the following requirements:</p> <ul style="list-style-type: none"> • Is the holder of or is eligible for a standard license as set out in rule 282—13.7. • Verifies five years of successful teaching experience. • Completes one of the following options: (1) a Master’s degree in a recognized endorsement area, or (2) a Master’s degree in curriculum, effective teaching, or a similar degree program which has a focus on school curriculum or instruction <p>Renewal Requirements:</p> <ul style="list-style-type: none"> • Four units are needed for renewal. These units may be earned in any combination listed below: <ul style="list-style-type: none"> ▪ One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master’s, specialist’s, or doctor’s degree program. ▪ One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held. ▪ One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held. ▪ One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners. ▪ Four units may be earned upon successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or the master educator license. ▪ One unit may be earned upon successful acquisition of three points from the following activities: (1) mentoring a full-semester student teacher (12 or more weeks) is worth two points; (2) mentoring a half-semester student teacher (less than 12 weeks) is worth one point; (3) mentoring a practicum student or practicum students (early field experience) equivalent to 60 contact hours (hours may be accrued over several semesters) is worth one point; (4) attending (start to finish) a cooperating teachers’ workshop in conjunction with mentoring a student teacher or practicum student is worth one point; (5) serving as a multiyear member of a teacher education program’s advisory committee is worth one point. • Verification of approved Mandatory Child and Dependent Adult Abuse Training completed within the past five years. A waiver of this requirement may apply under the conditions noted above for renewal of the Initial License.
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Sources: Iowa Administrative Code, retrieved October 26, 2011, from <http://search.legis.state.ia.us/nxt/gateway.dll/ic?f=templates&fn=default.htm>.

Iowa Department of Education. Praxis II requirements, retrieved October 26, 2011, from http://educateiowa.gov/index.php?option=com_content&view=article&id=477:practitionerprepteacherred&catid=61:accreditation-and-program-approvals&Itemid=2725

Michigan

State Teacher Licensing Authority: Michigan State Board of Education

Number of Tiers: 2

Legislation	Description of Tiers and Requirements for Licensure and Renewal
MI ADC R. 390– 1122, 1123, 1124, 1125, 1126, 1127, 1129a	<p><u>Provisional Certificate</u></p> <p>Length of Validity: 6 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Completion of a baccalaureate degree from a regionally accredited institution. • Completion of a state-approved teacher education program that reflects state-board-approved standards and related proficiencies, including content-area proficiencies. • Participation in a supervised directed teaching experience at the level for which the certificate is to be granted. The directed teaching assignment has a minimum duration of 12 weeks for a minimum of six semester credit hours. The directed teaching requirement for the initial elementary or secondary provisional certificate may be waived for an experienced teacher as follows: <ul style="list-style-type: none"> ▪ For an applicant with an earned master's or higher degree and three years of successful teaching experience at the appropriate level, together with a recommendation from the school superintendent and the teacher preparation institution regarding the certificate, the requirement of six semester credit hours may be waived entirely or in part. ▪ For an applicant with less than an earned master's or higher degree, but with five years of successful teaching experience at the appropriate level, together with a recommendation from the school superintendent and the teacher preparation institution regarding the certificate, the requirement of six semester credit hours of directed student teaching may be waived, entirely or in part. • Passing scores on the appropriate Michigan Test for Teacher Certification (MTTC) exams including the Basic Skills test and the Elementary Education or Secondary Education test. For the Elementary Education test, candidates who want to teach specific subject areas in Grades 6–8 also must pass the corresponding subject-area tests in order to qualify for the endorsements. The Secondary Education test includes a subject-area test for each academic subject area in which the applicant is to be certified; candidates seeking certification in more than one field of study must take the subject-area test for each field. <p>Renewal Requirements: Each renewal is valid for up to three years.</p> <ul style="list-style-type: none"> • First renewal requires completion of nine semester hours in a planned course of study since the issuance of the Provisional Certificate or completion of an approved master's or higher degree at any time. (State Board-Continuing Education Units [SB-CEUs] cannot be used in lieu of semester hour credits).

	<ul style="list-style-type: none"> • Second renewal requires completion of 18 semester hours (includes the nine semester credits needed for the first renewal) in a planned course of study since the issuance of the Provisional Certificate or completion of an approved master’s or higher degree at any time. • An additional three-year renewal requires sponsorship by the local school district or private school, completion of all academic requirements for the Professional Education Certificate, and approval of the Michigan Department of Education. <p>Credit completed outside the State of Michigan must be in an approved Master’s degree program or in an endorsement program (minimum 20 semester credit hours to obtain endorsement) at a state approved teacher preparation institution.</p>
<p>MI ADC R. 390–1132, 1135</p>	<p><u>Professional Education Certificate</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Completion of 18 semester hours in a planned course of study after the issuance of the Provisional Certificate or completion of an approved master’s or higher degree at any time, and three years of successful teaching experience within the validity and grade level of the Provisional Certificate. (SB-CEUs cannot be used in lieu of semester hour credits). • Teaching experience acquired in a licensed, private “Child Care Center” may apply toward the experience requirements for an elementary Professional Education Certificate. The Michigan institution which plans a person’s 18-semester-hour planned program shall determine that the experience is under appropriate supervision and is successful for in-state candidates based on the report of the employing district(s). • Teachers who achieve National Board for Professional Teaching Standards (NBPTS) certification are eligible for the Professional Education Certificate with the same validity year as the NBPTS certificate. <p><u>Additional Requirements:</u></p> <p><i>In-state:</i></p> <ul style="list-style-type: none"> • Must also meet the basic reading requirements (six semester hours of teaching of reading or reading methods for elementary and three semester hours for secondary). • Beginning July 1, 2009, all teachers <i>advancing</i> to the Professional Education Certificate must have completed three semester credits of reading diagnostics and remediation, which includes a field experience. <p><i>Out-of-state (Initial Michigan Certification)</i></p> <ul style="list-style-type: none"> • Must also meet the basic reading requirements (six semester hours of teaching of reading or reading methods for elementary and three semester hours for secondary).

	<ul style="list-style-type: none"> • Candidates from other states who hold a regular, valid teaching certificate from another state and meet all of the requirements of the Professional Education Certificate at the time of application are not required to take the Michigan Test for Teacher Certification for initial Michigan certification. <p>Credit completed outside the State of Michigan must be in an approved master’s degree program or in an endorsement program (minimum 20 semester credit hours to obtain endorsement) at a state approved teacher preparation institution.</p> <p>Applicants who complete the reading diagnostics course <i>out-of-state</i> must have the Reading Diagnostics Course Certification form completed and signed by the out-of-state university.</p> <p>Renewal Requirements: Each renewal is valid for up to 5 years.</p> <ul style="list-style-type: none"> • Completion of six semester hours at any four-year or community college listed in the <i>Directory of Michigan Institutions of Higher Education</i>, or 18 SB-CEUs or a combination of the two. Credits completed at approved out-of-state, four-year teacher preparation institutions are also acceptable • Semester credits or SB-CEUs must have been completed within the five-year period preceding the date of application and after the date of issuance of the previous certificate
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Sources: Michigan Administrative Code, retrieved October 26, 2011, from http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin_Num=39001101&Dpt=ED.
Michigan Department of Education. 2011. *Facts on Educator Certification*. Retrieved October 26, 2011, from http://www.michigan.gov/documents/mde/Facts_About_Teacher_Certification_In_Michigan_230612_7.pdf.
Michigan Test for Teacher Certification, retrieved October 26, 2011, from http://www.mttc.nesinc.com/MI16_requirements.asp.

Minnesota

State Teacher Licensing Authority: Minnesota Board of Teaching

Number of Tiers: 1

Legislation	Description of Tiers and Requirements for Licensure and Renewal
MN Rules 8710.1250, MN Statutes 122A.18	<p><u>Temporary Limited License</u></p> <p>Length of Validity: 1 year</p> <p>General Requirements: The Board of Teaching may grant a temporary limited license to an applicant if it finds that the following conditions are met:</p> <ul style="list-style-type: none"> • The designated administrator of the employing school district or charter school requests a temporary limited license; • The designated administrator of the employing school district or charter school verifies the following in writing: <ul style="list-style-type: none"> ▪ No applicant holding a license in a subject or field for which a temporary limited license is requested can fulfill the requirements of the position. ▪ The position has been advertised, and if the position is one-half time or more, the position has been advertised statewide. ▪ The school district or charter school will provide a mentor to give support and assistance in necessary skill development for the person holding a temporary limited license. ▪ The applicant for whom the temporary limited license is requested holds a baccalaureate degree from a college or university accredited by the regional association for the accreditation of colleges and secondary schools. ▪ The applicant has completed a college or university degree with at least a minor in the area for which teacher licensure is requested. <p>Renewal Requirements: A graduate of a Minnesota teacher preparation institution who has been granted a temporary limited license but has not successfully completed the skills area examination may renew the temporary limited license two times. To renew a temporary limited license an applicant must meet two requirements:</p> <ul style="list-style-type: none"> • Provide an official score report that verifies having taken the examination during the period of each temporary limited license. • Provide evidence of participating in an approved remedial assistance program provided by a school district or postsecondary institution that includes a formal diagnostic component in the specific areas in which the applicant did not obtain qualifying scores during the period of each temporary limited license.

<p>MN Rules 8710.0300, 8710.7200, MN Statutes 122A.18</p>	<p><u>Professional License</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Complete an approved teacher licensure program. • Receive passing scores on all required teacher licensure tests. On September 1, 2010, the Minnesota Teacher Licensure Examinations (MTLE) became the sole means of assessing the basic skills, pedagogical, and content-area knowledge of Minnesota K–12 teacher candidates. All candidates for initial license are required to pass the MTLE basic skills test as well as pedagogy and content-area tests. • Meet all additional requirements for the field of licensure that may apply. <p>Alternative Requirements: Licensure via portfolio is an alternative pathway to a full professional education license for those who want to teach using their real-world and other valuable background experience, but who may not have completed an approved teacher preparation program. Due to restructuring of the requirements and guidelines for the licensure via portfolio application process, eligibility determinations will be suspended beginning November 15, 2011. All completed eligibility applications received before that date will be issued eligibility determinations by December 1, 2011. Beginning Tuesday, November 15, 2011, applications for eligibility will be not be accepted until further notice.</p> <p><i>Individuals with a Minnesota Teaching License:</i> Candidates holding a professional (five-year) license or a limited Minnesota professional license shall:</p> <ul style="list-style-type: none"> • Provide official transcripts that demonstrate academic preparation in the content area for the proposed licensure via portfolio. • Describe in writing the teaching experience or related experience that demonstrates teaching students at the age level and content area for the proposed licensure via portfolio. • Review the Evidence of Competency Grids that identify the standards in each licensure field. Each rule specifies the “subject matter standards” and content specific pedagogy required for the field. Select the Evidence of Competency Grid for the proposed licensure via portfolio. <p><i>Individuals without a Minnesota Teaching License:</i> Any individual who has a minimum of a baccalaureate degree from an accredited institution, in fields other than education, and has teaching and/or related experiences (nontraditional) shall:</p> <ul style="list-style-type: none"> • Provide an official transcript that validates a baccalaureate degree from an accredited institution. • Provide official transcripts that demonstrate academic preparation in the content area for the proposed licensure via portfolio.
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- Describe in writing the teaching experience or related experience that demonstrates teaching students at the age level and content area for the proposed licensure via portfolio.
- Review the Evidence of Competency Grids that identify the standards in each licensure field, and select the Evidence of Competency Grid for the proposed licensure via portfolio.

Renewal Requirements:

An applicant requesting renewal of a license to teach must earn a minimum of 125 clock hours during each five-year period preceding application for licensure renewal. ("Clock hour" means an hour of actual instruction, or planned group or individual professional development activity as approved by the local continuing education/relicensure committee.) An applicant may not bank clock hours for purposes of relicensure, but clock hours earned after an application for renewal has been submitted may be applied to the next renewal period. Instruction and professional development activities meet requirements to renew licenses only if they address one or more of the standards in part 8710.2000. As part of the 125 professional development hours, the Minnesota Legislature, by statute, currently requires (or will require) ALL teachers to evidence the areas shown below.

- Effective for renewal of professional licenses that expire on June 30, 2001, and after, applicants must include in their 125 clock hours instruction or other professional development activities that address positive behavioral intervention strategies and accommodation, modification, and adaptation of curriculum, materials, and instruction to appropriately meet the needs of varied students in achieving graduation standards.
- Effective for renewal of professional licenses that expire on June 30, 2004, and after, applicants must also include in their 125 clock hours instruction or other professional development activities that evidence further reading preparation, consistent with Minnesota Statutes, section 122A.06, subdivision 4.
- Effective for renewal of professional licenses that expire on June 30, 2005, and after, applicants must also include in their 125 clock hours instruction or other professional development activities that address further preparation in understanding the key warning signs of early-onset mental illnesses in children and adolescents—which may include depressed mood, excessive fears and anxieties, changes in behavior and performance, failure to develop peer relationships, impaired concentration and thinking, and suicidal gestures—the potential connection to substance use, and knowledge of steps to be taken if such warning signs are observed.
- Effective for renewal of professional licenses that expire on June 30, 2012, and thereafter, applicants must also include in their 125 clock hours instruction or other professional development activities that integrate technology effectively with student learning to increase engagement and student achievement.
- Beginning July 1, 2012, all individuals who were employed as teachers during any part of the five-year period immediately preceding the license renewal must include *“evidence of work that demonstrates professional reflection and growth in best teaching practices. The applicant must include a reflective statement of professional accomplishment and the applicant's own assessment of professional growth ...”* in their license renewal materials.

Exception for National Board Certification. A local continuing education committee shall accept verification that a teacher is actively engaged in and making progress toward National Board of Professional Standards Certification or other national professional teaching certification approved by the Board of Teaching at the time of renewal as equivalent to fulfilling all clock-hour requirements for continuing license renewal. A local continuing education committee shall accept verification that a teacher has earned National Board or other approved certification as equivalent to all clock-hour requirements during the life of the certificate. If the certificate expires during the five-year renewal period, the local committee shall prorate hours completed under this exception and require completion of a prorated number of clock hours for the years the certificate is not in effect.

Exception for Local Option. The Board of Teaching shall approve requests submitted by local committees that, through their school district master contracts or other official agreements between the local school board and its teachers, wish to substitute development and implementation of individualized professional development plans for some or all of the clock-hour requirements for renewal of continuing licenses, provided that each individualized professional development plan meeting the following requirements:

- Is designed primarily to enhance the teacher's ability to effect increased student learning.
- Focuses on standards in part 8710.2000 and specific content knowledge required for the teacher's assignment.
- Includes management and monitoring of student learning, including positive behavioral interventions and adaptation and modification of curriculum, instruction, and assessment to assist varied student learners in achieving graduation standards.
- Includes a focus on research-based best practice.
- Identifies the procedures and criteria by which successful development and implementation of the individualized professional development plan will be validated and communicated with the local continuing education committee.
- Requires that each teacher's individualized professional development plan equal or exceed 125 hours of professional development activities during the five-year period.

Sources: Minnesota Administrative Rules, retrieved October 26, 2011, from <https://www.revisor.mn.gov/rules/?id=8710>.

Minnesota Statutes, retrieved October 26, 2011 from <https://www.revisor.mn.gov/statutes/?id=122A.18>.

Minnesota Department of Education. First Time Licensure. Retrieved October 26, 2011, from http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Licensing_Info/First_Time_Licensure/index.html.

Minnesota Department of Education. Licensure via Portfolio. Retrieved October 26, 2011, from http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Licensure_Via_Portfolio/index.html.

Minnesota Department of Education. Specific Professional Development Activities Required for Renewal. Retrieved October 26, 2011, from http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Licensing_Info/License_Renew/index.html.

Ohio

State Teacher Licensing Authority: Ohio Department of Education

Number of Tiers: 4

Legislation	Description of Tiers and Requirements for Licensure and Renewal
OH Rev. Code 3301-24-18, -19, -20, -21, -22	<p><u>Resident Educator License</u></p> <p>Length of Validity: 4 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Bachelor’s degree • An approved program of teacher preparation • Examinations prescribed by State Board of Education (licensure exams) • 12 semester hours of reading for early childhood, middle childhood, intervention specialist, and early childhood intervention specialist licenses <p>Alternative Requirements:</p> <ul style="list-style-type: none"> • Bachelor’s degree • Major in the subject to be taught or extensive work experience • Completion of an Intensive Pedagogical Training Institute (IPTI) • Content area examination • This license also will be issued for career-technical workforce development areas utilizing existing processes for licensing these teachers and including an IPTI. <p>Renewal Requirements: A four-year resident educator license may be extended by the Ohio Department of Education on a case by case basis in order to enable the license holder to complete the Ohio Resident Educator Program. The Resident Educator Program includes the following components:</p> <ul style="list-style-type: none"> • Mentoring by teachers who hold a lead professional educator license • Counseling to ensure that program participants receive needed professional development • Measures of appropriate progression through the program • Alignment to the Ohio Standards for the Teaching Profession • Self-assessment and reflection • Goal setting • Formative assessments

<p>OH Rev. Code 3301- 24-05, 3301- 24-08</p>	<p><u>Professional Educator License</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Bachelor’s degree (except career-technical workforce development) • Successfully completed the four-year Ohio Resident Educator Program. Advancement to a five-year professional license will require evidence of the following: <ul style="list-style-type: none"> ▪ Successful completion of a yearlong program of mentoring and support ▪ Growth of skills and knowledge (Ohio’s Standards for the Teaching Profession) as measured through formative assessments ▪ Signatures of the beginning teacher, mentor, and superintendent on the professional license application form • Alternative License holders successfully complete additional requirements to obtain a Professional license. <p>Renewal Requirements:</p> <p>The Professional Educator license may be renewed by individuals currently employed in a school or school district upon verification that one of the necessary requirements have been completed since the issuance of the license to be renewed:</p> <ul style="list-style-type: none"> • Six semester hours of coursework related to classroom teaching and/or the area of licensure as approved by the local professional development committee of the employing school or school district • Eighteen continuing education units (180 contact hours) or other equivalent activities related to classroom teaching and/or the area of licensure as approved by the local professional development committee of the employing school or school district <p>Educators who have earned National Board Certification during the life of a professional license are deemed to have met the additional professional development requirements for the next renewal cycle.</p> <p>Each public school district and chartered nonpublic school shall appoint a local professional development committee to oversee and review professional development plans for coursework, continuing education units, or other equivalent activities. The local professional development committee shall be composed of teachers, administrators, and other educational personnel; a majority of the members of the local professional development committee shall be practicing classroom teachers.</p> <p>Each educator wishing to fulfill the license renewal requirements is responsible for the design of an individual professional development plan, subject to approval of the local professional development committee. The plan shall be based on the needs of the educator, the students, the school, and the school district, and shall be aligned with the professional educator standards adopted by the state board of education (available on the Educator Standards Board’s website at esb.ode.state.oh.us). Professional development may then be completed in accordance with this plan.</p>
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<p>OH Rev. Code 3301- 24-16</p>	<p><u>Senior Professional Educator License</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Master’s degree or higher from an institution of higher education accredited by a regional accrediting organization • Nine years under a standard teaching license with 120 days of service as defined by Ohio Revised Code, of which at least five years are under a professional/permanent license/certificate • Demonstration of effective practice at the <i>accomplished</i> or <i>distinguished</i> level of performance as defined in the Ohio Standards for the Teaching Profession (available at: http://esb.ode.state.oh.us)—specifically, by successful completion of the Master Teacher portfolio <p>Renewal Requirements: During the 2011–2012 school year, the Education Standards Board will determine the process for master teachers seeking to renew their designation.</p>
<p>OH Rev. Code 3301- 24-17</p>	<p><u>Lead Professional Educator License</u></p> <p>Length of Validity: 5</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Master’s degree • Nine years under a standard teaching license or certificate, of which at least five years are under a professional/permanent license/certificate or senior professional educator license • Demonstration of effective practice at the <i>distinguished</i> level of performance defined in the Ohio Standards for the Teaching Profession (available at: http://esb.ode.state.oh.us)—specifically, by holding active National Board Certification OR successful completion of the Master Teacher portfolio <i>and</i> the Teacher Leader Endorsement. <p>Renewal Requirements: During the 2011–2012 school year, the Educator Standards Board will determine the process master teachers seeking to renew their designation.</p>

Sources: Ohio Administrative Code. Retrieved October 26, 2011, from <http://codes.ohio.gov/oac/3301-24>.
Ohio Department of Education. Four-Tier Teacher Licensure Structure. Retrieved October 26, 2011, from <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=108309>.
Ohio Department of Education. Teacher Education and Licensure Standards. Retrieved October 26, 2011, from <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=513&ContentID=15511&Content=103805>.
Ohio Department of Education. Ohio Resident Educator Program. Retrieved October 26, 2011, from <http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=109746>.

Wisconsin

State Teacher Licensing Authority: The State Superintendent of Public Instruction

Number of Tiers: 3

Legislation	Description of Tiers and Requirements for Licensure and Renewal
Wis. Admin. Code PI 34–2, PI–17	<p><u>Initial Educator License</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Complete an approved Wisconsin educator preparation program with institutional endorsement. • Demonstrate proficient performance in the knowledge, skills, and dispositions under all Wisconsin Teacher Standards (see WI Admin. Code PI 34–2). • Receive a passing score on a standardized examination approved by the state superintendent in the area of licensure and in teaching knowledge. <p>Alternative Requirements: An initial educator license also may be issued to the following an applicant who has:</p> <ul style="list-style-type: none"> • Obtained a statement from an institution that the applicant has completed the equivalent of that institution’s approved program and the applicant meets all other requirements. • Completed an alternative training program approved by the state superintendent that is provided by, but not limited to, a college or university, school, school district, CESA, consortia, technical college, private enterprise or agency. Each alternative training program shall be based on the Wisconsin Teacher Standards and shall include assessment of candidate performance as measured against the standards, including any standardized examinations prescribed by the state superintendent for licensure. • Completed an approved program from out of state, has fewer than five years of successful teaching experience, and has met the competency test requirements. <p>Renewal Requirements: The initial educator license is a nonrenewable license unless the individual has not been employed as an educator for at least three years within the five-year period. A one-year nonrenewable initial educator license may be issued to an applicant who meets the initial license requirements but who has not completed the requirements for advancement to the professional educator license.</p>

<p>Wis. Admin. Code PI 34-17</p>	<p><u>Professional Educator License</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Successful completion of at least three years at the initial educator license stage • Successful design and completion of a professional development plan that demonstrates increased proficiency and reflects the Wisconsin Teacher Standards that have been identified by the team that is responsible for review and approval of the initial educator professional development goals. The plan must include the following components: <ul style="list-style-type: none"> ▪ Identified activities and objectives related to professional development goals, school, or school district goals or performance goals identified by the educator ▪ A timeline for achieving the professional development goals ▪ Evidence of collaboration with professional peers and others ▪ An assessment plan that specifies indicators of growth • Documentation of the successful completion of the professional development plan: <ul style="list-style-type: none"> ▪ The documentation may include but is not limited to evidence of whole group and individual student performance as measured by state, local, formal and informal assessments; lesson plans; supervisor and mentor comments of classroom performance; journals documenting samples of pupil errors and analysis of teacher interpretations of errors; ongoing documentation of classroom management techniques and results; and curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures. ▪ The documentation portfolio also may include evidence that identifies professional development activities related to the professional development goals. The evidence may be in the form of samples of pupil work; letters of recommendation; evidence of attending professional meetings, workshops, conferences, or seminars; administrative or supervisory evaluations; peer evaluations; journals, diaries, or published articles; action research projects and results; college, university, or technical college course work; or evidence of in-district work assignments outside of the classroom. • Verification of successful completion of the professional development plan by a majority of the three-member panel responsible for review and approval of the initial educator professional development goals <p>Renewal Requirements: Individuals eligible to hold the professional educator license, or educators not regularly employed in the field of education, or individuals who hold or have held a professional educator license and have been teaching outside of Wisconsin, shall renew their license by meeting one of the following requirements:</p> <ul style="list-style-type: none"> • Successful completion of six semester credits from an accredited institution. The credits shall be directly related to a license held or to the Wisconsin Teacher Standards • Successful completion of a professional development plan as described above under General Requirements
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<p>Wis. Admin. Code PI 34–19</p>	<p><u>Master Educator License</u></p> <p>Length of Validity: 10 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Documentation of a related master’s degree. • Verification of at least five years of successful professional experience in education with at least one cycle at the professional educator level or while holding a five-year license or a life license issued prior to July 1, 2004. • Evidence of contributions to the profession. • Evidence of improved pupil learning. <p>Additional Requirements:</p> <p>The Master Educator license shall be granted upon completion of both of the following requirements:</p> <ul style="list-style-type: none"> • A formal assessment of submitted materials by a team of three educators who have the same or similar job responsibilities as the applicant; the team also may include a school board member. A candidate who selects the master educator option must demonstrate an advanced level of proficiency on challenging and rigorous portfolio entries built on the framework of the Wisconsin Teaching, Pupil Services and Administrative Standards. Mastery is demonstrated through portfolio evidence. The portfolio will comprise specific entries that describe, analyze, and reflect; and include samples, artifacts, a video of exemplary practice related to one of the approved program licenses, and demonstrations of the applicant's mastery of the 10 teaching standards. The portfolio development process may take from one to two years. The artifacts and entries in the portfolio must have been obtained within five years of the date of the application. If a candidate is unsuccessful in obtaining the Master Educator status, a candidate will have one year after the portfolio assessment to submit a portfolio that addresses those portfolio entries that were assessed as not adequate for the master level. • A demonstration of exemplary classroom performance through video or on-site observation by the assessment team. <p>Renewal Requirements: The master educator shall meet the requirements described above in order to receive or renew the master educator license. The assessment team shall recommend to the state superintendent whether a license may be issued or renewed. The state superintendent shall issue a decision.</p>
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Sources: Wisconsin Administrative Code. Retrieved October 26, 2011, from <http://dpi.wi.gov/tepd/pi34.html>.

Wisconsin Department of Public Instruction. Summary of the Wisconsin Master Educator Assessment Process and the Master Educator License. Retrieved November 4, 2011, from <http://dpi.wi.gov/tepd/wmeapsumm.html>.

State Licensing and Certification Requirements: Race to the Top States⁷

Delaware

State Teacher Licensing Authority: Delaware Professional Standards Board

Number of Tiers: 3

Legislation	Description of Tiers and Requirements for Licensure and Renewal
14 Del. C. §1210	<p><u>Initial Licensure</u></p> <p>Length of Validity: 3 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • A bachelor’s degree from an accredited four-year college or university • Completion of a student teaching program or one year of teaching experience consisting of a minimum of 91 days of long-term teaching experience at one assignment or enrollment in an Alternative Routes to Licensure and Certification program • A passing score on an examination of general knowledge such as Praxis I or such other alternative as may be established by the Standards Board, with the approval of the State Board <p>An initial license may be issued to an applicant who meets all other requirements for initial licensure except for passage of the PRAXIS I exam, provided that the applicant passes PRAXIS I within the period of time from the date of hire to the end of the next consecutive fiscal year. If proof of passage of PRAXIS I has not been provided during the time period specified, the initial license will be suspended unless the superintendent of the school district submits to the Secretary of Education a written request for a one-year extension. The request also must document the effectiveness of the applicant. Any applicant who is within 2 points of the passing score on the reading, writing, or mathematics section of PRAXIS I may use a composite score to meet the requirements of passage. An applicant teaching the secondary content area of math or English language arts must meet the passing score in that content area.</p> <p>The Department of Education may issue an initial license to an applicant licensed as an educator in another jurisdiction or to an applicant who previously held a valid Delaware certificate that has expired.</p> <p>Renewal Requirements: An initial license may not be renewed. It may, however, be extended upon the educator showing proof of exigent circumstances. An educator also may take an extended leave of absence for up to three years with no effect upon the validity or expiration of the educator's initial license.</p>

⁷ Although Ohio received Race to the Top funding, the description of Ohio’s teacher licensure is included in summary of Midwestern states’ licensing and certification requirements. The District of Columbia, although not a state, is included in this summary because it was awarded Race to the Top funding.

<p>14 Del. C. §1211, §1212</p>	<p><u>Continuing Licensure</u></p> <p>Length of Validity: 5 years unless extended for exigent circumstances or a leave of absence for up to three years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Successful completion of three years of teaching under the initial license • No more than one unsatisfactory annual evaluation during the period of initial license <p>The Department of Education may issue a continuing license to an applicant licensed as an educator in another jurisdiction or to an applicant who previously held a valid Delaware certificate that has since expired. The applicant must have completed three or more years of successful teaching experience.</p> <p>Renewal Requirements: The Department will renew a continuing license, valid for an additional five years to an educator who has fulfilled the 90-clock-hour requirement for professional development. At least one half of the required hours (45 hours every five years) for educators must be in activities related to the educator’s work with students or staff. The 90 clock hours of professional development must have taken place during the term of the continuing license.</p>
<p>14 Del. C. §1213, §1214</p>	<p><u>Advanced licensure</u></p> <p>Length of Validity: 10 years</p> <p>General Requirements: Upon application, the Department shall issue an advanced license to an educator who receives National Board for Professional Teaching Standards certification or an equivalent program that has been approved by the Professional Standards Board.</p> <p>Renewal Requirements: Upon application, the Department shall renew an advanced license for an additional 10-year term, provided that the educator maintained proficiency under the program for which the advanced license was first issued.</p>

Source: Delaware Code. Retrieved October 27, 2011, from <http://delcode.delaware.gov/title14/c012/sc03/index.shtml>.

District of Columbia

District Teacher Licensure Authority: District of Columbia Office of the State Superintendent of Education

Number of Tiers: 2

Legislation	Description of Tiers and Requirements for Licensure and Renewal
D.C. Mun. Regs. 5, 1601.3, 1601.4, 1601.7	<p><u>Regular I</u></p> <p>Length of Validity: 2 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Bachelor’s degree from an accredited institution of higher education • Current enrollment in a state-approved teacher preparation program • Passing scores for all portions of the Praxis I exam and a passing score for the Praxis II Content Knowledge exam in the content area of the teaching assignment • Current employment as a teacher in a DC local education agency <p>Renewal Requirements: Nonrenewable. A candidate who holds a Regular I Teaching Credential shall receive an upgrade to a two-year Regular II Teaching Credential if the candidate successfully completes a state-approved preparation program for practicing teachers in which he or she was enrolled and, where applicable, received a passing score on the Praxis II Pedagogy examination or other nationally recognized test as may be designated by the State Superintendent of Education.</p>
D.C. Mun. Regs. 5, 1601.5, 1601.6, 1601.7	<p><u>Regular II-A</u></p> <p>Length of Validity: 4 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Bachelor’s degree from an accredited institution of higher education • Successful completion of a state-approved teacher preparation program • Passing scores for all portions of the Praxis I exam and a passing score for the Praxis II Content Knowledge exam in the content area of the teaching assignment • Full completion of all required content and teacher education coursework as determined by an OSSE transcript review • A valid Level II license from a U.S. state/territory, with three years of valid full-time teaching experience within the past seven years in the licensure subject area <p>Renewal Requirements: Renewable upon completion of the equivalent of six semester credit hours of coursework from an accredited institution of higher education or 90 clock hours of professional development activities, or a combination thereof, that contribute to performance and effectiveness as a teacher.</p>

Sources: District of Columbia Municipal Regulations. Retrieved October 27, 2011, from

http://osse.dc.gov/sites/default/files/dc/sites/osse/release_content/attachments/15125/11.14.08.DCR_Proposed_Teacher_Regs.pdf.

District of Columbia, Office of the State Superintendent of Education. Teacher Licensure. Retrieved October 27, 2011, from <http://osse.dc.gov/service/teacher-licensure>.

Florida

State Teacher Licensing Authority: Florida State Board of Education

Number of Tiers: 1

Legislation	Description of Tiers and Requirements for Licensure and Renewal
<p>FAC 6A-4.002 and 6A-4.004</p>	<p><u>Temporary Certificate</u></p> <p>Length of Validity: 3 Years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Complete all application process requirements • Hold a bachelor’s or higher degree • Mastery of subject area knowledge or meet subject specialization with a 2.5 GPA for requested subject. Subject area mastery can be demonstrated as follows: <ul style="list-style-type: none"> ▪ <i>For Bachelor's degree level subjects:</i> Achievement of a passing score on the appropriate subject areas examination earned since July 1, 2002 ▪ <i>For Master's degree level subjects:</i> Completion of the required degree and content courses listed in State Board rule for the subject <i>and</i> achievement of a passing score on the appropriate Florida subject area examination ▪ <i>For all subjects:</i> Hold a valid standard certificate in the subject area applied for from a U.S. state or territory (the certificate must be comparable to the Florida certificate in the same subject) OR hold a valid certificate in the subject area applied for issued by the National Board for Professional Teaching Standards or the American Board for Certification of Teacher Excellence <p>The Florida Temporary Certificate is issued after the individual is employed in a Florida school.</p> <p>Renewal requirements: Nonrenewable; provides time to complete all requirements for a Professional Certificate while teaching full time.</p>

<p>FAC 6A-4.002 and 6A-4.004 6A-4.0051</p>	<p><u>Professional Certificate</u></p> <p>Length of Validity: 5 Years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Hold a bachelor’s degree or higher degree. • Demonstrate mastery of subject area knowledge for a requested subject (in the ways described for the Temporary Certificate). • Demonstrate mastery of general knowledge. This mastery can be demonstrated in any of the following ways: <ul style="list-style-type: none"> ▪ Achievement of a passing score on the Florida General Knowledge Test ▪ Achievement of a passing score on the Florida College Level Academic Skills Test (CLAST) earned prior to July 1, 2002 ▪ A valid standard teaching certificate issued by a U.S. state or territory ▪ A valid certificate issued by the National Board for Professional Teaching Standards or the American Board for Certification of Teacher Excellence ▪ Completion of two semesters of full-time college teaching experience • Demonstrate mastery of professional preparation and education competence. This mastery can be demonstrated in any of the following ways: <ul style="list-style-type: none"> ▪ Completion of a state-approved teacher preparation program from a Florida institution and achievement of a passing score on the Florida Professional Education Test ▪ Completion of a teacher preparation program from an out-of-state accredited or approved institution and achievement of a passing score on the Florida Professional Education Test ▪ Completion of a Florida state-approved alternative certification program and achievement of a passing score on the Florida Professional Education Test ▪ Completion of an approved Florida Educator Preparation Institute program and achievement of a passing score on the Florida Professional Education Test ▪ Completion of specified education courses, completion of teaching experience requirement, completion of an approved professional education competence demonstration program, and achievement of a passing score on the Florida Professional Education Test ▪ Completion of an approved Florida College Professional Training Option for Content Majors, completion of teaching experience requirement, completion of an approved professional education competence demonstration program, and achievement of a passing score on the Florida Professional Education Test ▪ A valid standard teaching certificate issued by a U.S. state or territory
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	<ul style="list-style-type: none"> ▪ A valid certificate issued by the National Board for Professional Teaching Standards ▪ A valid certificate issued by the American Board for Certification of Teacher Excellence <i>and</i> completion of an approved professional education competence demonstration program ▪ Completion of two semesters of full-time college teaching experience <p>Renewal requirements: The Professional Certificate can be renewed in the following ways:</p> <ul style="list-style-type: none"> • Complete six semester hours of college credit or the equivalent in inservice training. Twenty inservice points shall be equal to one semester hour of college credit. • Receive a passing score on a subject area test in the certification area shown on the certificate. A subject area test shall be approved by the Florida State Board of Education and shall be in a certification area shown on the certificate. One test shall be equal to three semester hours of college credit. Official documentation of a passing score on each subject area test used for renewal of the certificate shall be submitted electronically from the test administration agency beginning July 1, 2002, to the Bureau of Educator Certification, Florida Department of Education, or shall be the original score report issued by the test administration agency for scores earned prior to July 1, 2002. <p>National board certification: A certificate issued by the National Board for Professional Teaching Standards is deemed to meet state renewal requirements for the life of the educator’s national certificate in the subject shown on the national certificate. Official documentation shall be a photocopy of the national certificate.</p>
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Sources: Florida Administrative Code. Retrieved October 27, 2011, from <https://www.flrules.org/gateway/ChapterHome.asp?Chapter=6A-4>.
Florida Department of Education. Certificate Types and Requirements. Retrieved October 27, 2011, from http://www.fldoe.org/edcert/cert_types.asp.

Georgia

State Teacher Licensing Authority: Georgia Professional Standards Commission

Number of Tiers: 3

Legislation	Description of Tiers and Requirements for Licensure and Renewal
GA Comp. R & Regs 505-2.02, 505-2.05	<p><u>Intern Certificate</u> (Provisional A)</p> <p>Length of Validity: 3 years</p> <p>General Requirements: Issued at the request of an employing school system to individuals accepted into the Teacher Alternative Preparation Program.</p> <ul style="list-style-type: none"> • Hold bachelor’s degree or higher from an institution accredited by the Georgia Professional Standards Commission. • Have passed the appropriate Basic Skills Assessment(s). • Been accepted into the Teacher Alternative Preparation Program. • Have the Intern certificate requested by the employing school system. • Be assigned a fully certified mentor/coach teacher in the same general subject area in which the educator is teaching for a minimum of one academic year. • Provide evidence of content knowledge. For core academic content fields, for example, the applicant may demonstrate content knowledge through either an academic degree major, or academic content course work assessment of transcript(s) (21 semester hour minimum for Grades 6–12 certificates), or the appropriate content assessment(s). <p>During the first year of the three-year validity period, holders of Intern certificates who verified core academic content eligibility through an academic degree major or academic content coursework assessment of transcript(s) must take the appropriate content assessment(s) for the certificate field. If the assessment is not passed at this point, the assessment feedback may be used for individual diagnostic purposes.</p> <p>Renewal Requirements: Nonrenewable.</p>

<p>GA Comp. R & Regs 505-2.02, 505-2.04</p>	<p><u>Advanced Degree Alternative Certificate (Provisional B)</u></p> <p>Length of Validity: 1 year</p> <p>General Requirements: At the request of an employing school system, the Advanced Degree Alternative Certificate may be issued to an individual accepted into the Advanced Degree Alternative Certificate Program and who meets the following requirements:</p> <ul style="list-style-type: none"> • Holds a master’s degree or higher with a major in a content area for which the state issues Clear Renewable teacher certification OR the Juris Doctor degree (only eligible to teach Political Science 6–12) from an institution accredited by the Georgia Professional Standards Commission. • Be accepted into an approved Advanced Degree Alternative Certificate Program. • Has the Advanced Degree Alternative Certificate (ADAC) requested by the employing school system. • Be assigned a fully certified mentor/coach teacher in the same general core content subject area in which the educator is teaching for a minimum of one academic year. <p>The Advanced Degree Alternative Certificate (ADAC) Program path is three years in length and the ADAC Certificate is issued in three one-year validity periods. At the beginning of the first one-year validity period, the ADAC Program provider must develop a three-year individual professional development plan that is based on the Georgia Framework for Teaching and completion of all requirements for the Clear Renewable certificate, to include the Georgia Assessment for Certification of Educators (GACE) Basic Skills Assessment, the appropriate GACE content assessment(s), the GACE Professional Pedagogy Assessment, and all Special Georgia Requirements.</p> <p>Renewal Requirements: At the request of the employing school system, the initial one-year validity period may be extended for two additional one-year validity periods, provided the applicant is enrolled in an ADAC Program in the same ADAC field of certification and making satisfactory progress toward Clear Renewable certification.</p>
<p>GA Comp R & Regs 505-2.02, 505-2.06</p>	<p><u>Nonrenewable Professional Certificate (Provisional C)</u></p> <p>Length of Validity: 3 years</p> <p>General Requirements: This certificate may be issued at the request of an employing Georgia school system to individuals under the following specific circumstances:</p> <ul style="list-style-type: none"> • Former Georgia educators or out-of-state certificate holders who do not meet all Special Georgia requirements • Georgia educators who hold a valid Clear Renewable certificate in at least one field, but are assigned to a different field in which they do not meet certificate requirements • Service certificate holders who must obtain a higher degree level. Service certificates are issued in fields that prepare an individual to provide support services to students, school personnel, and school operations <p>Renewal Requirements: Nonrenewable</p>

<p>GA Comp R & Regs 505-2.02, 505-2.03, 505-2.20</p>	<p><u>Clear Renewable Certificate</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Have completed a state-approved program in the field or have an out-of-state certificate in the field. For a limited number of fields, which are identified in the individual field rules, advanced degrees are required and in some cases holding a specified state or national credential also may result in a Clear Renewable certificate. • Have completed the Special Georgia Requirements: <ul style="list-style-type: none"> ▪ Passed or met exemption criteria for content knowledge assessment(s) appropriate to the field of certification. ▪ Verified study or experience within five years preceding the date of application. This requirement may be satisfied by any one of the following: completion of 6 semester hours or 10 Professional Learning Units (PLUs) or 10 Continuing Education Units (CEUs) within five years; or completion of one year of out-of-state teaching experience on a certificate within five years; or holding a valid National Board for Professional Teaching Standards (NBPTS) certificate; or holding a valid Georgia Master Teacher certification; or completion of one year of full-time college teaching experience within five years. ▪ Completed an FBI background check (fingerprint). In addition, applicants for certification must respond to background check questions on the application form. Individuals applying for or already holding certification who violate standards of conduct may be subject to a Professional Standards Commission investigation, which could involve certificate denial, suspension, or revocation. <p>Renewal Requirements:</p> <ul style="list-style-type: none"> • 6 semester hours of college course work or 10 credits of Georgia Professional Learning Units or 10 credits of Continuing Education Units; and Criminal history check.
<p>GA Comp R & Regs 505-2.20</p>	<p><u>Master Certificate</u></p> <p>Length of Validity: 7 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Evidence of student achievement and student progress • Full-time Georgia public school teacher • Minimum of three years of teaching on a Clear Renewable Certificate in Georgia <p>Renewal Requirements: Not specified, presumed to be the same as the general requirements</p>

Sources: Georgia Professional Standards Commission. Certification Rules. Retrieved October 27, 2011, from <http://www.gapsc.com/Rules/Current/Certification>. Georgia Professional Standards Commission. Master Teachers. Retrieved October 27, 2011, from <http://www.gapsc.com/Rules/Current/Certification>. <http://www.gamasterteachers.org/> and http://www.gamasterteachers.org/MT_application.aspx.

Hawaii

State Teacher Licensing Authority: Hawaii Teachers Standards Board

Number of Tiers: 3

Legislation	Description of Tiers and Requirements for Licensure and Renewal
HI Admin. Rules §8-54-9 (a)(i)	<p><u>Provisional License</u></p> <p>Length of Validity: 3 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Satisfactorily completed a state-approved teacher education program or has met the experience conditions of the Interstate Agreement on Qualification of Personnel. • Met the Praxis II subject area testing requirement or such other test or other requirement as the board may deem appropriate. • Obtained clearance in the professional fitness check (including criminal history check). <p>Renewal Requirements: Nonrenewable</p>
HI Admin. Rules §8-54-9(a)(ii), §8-54-9(b)	<p><u>Standard License</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Satisfactorily completed a state-approved teacher education program or has met the experience conditions of the Interstate Agreement on Qualification of Personnel • Met the Praxis II subject area testing requirement or such other test or other requirement as the board may deem appropriate. • Obtained clearance in the professional fitness check (including criminal history check). <p>Alternate Requirements: The standard license also is granted to an applicant who meets one of the following requirements:</p> <ul style="list-style-type: none"> • Possesses a valid National Board Certification and hold a valid license from a state that participates in the Interstate Agreement on Qualification of Personnel and obtained clearance in the professional fitness check. • Has received the Meritorious New Teacher Candidate (MNTC) designation on his or her valid teaching license from a state that is a signatory to the MNTC program and obtained clearance in the professional fitness check. • Possesses a valid unrevoked teaching license from another state; completed a state-approved teacher education program; passed all licensing tests required by the state that issued the valid license. At a minimum, the tests must have tested for content knowledge. For test(s) not taken, the applicant must comply with requirements set by the Board and obtained clearance in the professional fitness.

	<p>Renewal Requirements: A licensee holding a standard or advanced license must renew his or her license every five years. The board may renew a teaching license, provided the licensee satisfactorily completes the Board’s license renewal procedure. This procedure will do the following:</p> <ul style="list-style-type: none"> • Incorporate Hawaii teacher performance standards as well as Hawaii student content and performance standards. In particular, Teacher Performance Standard V (demonstrates knowledge of content) must be addressed by each licensee seeking license renewal. • Link with the licensee’s subject matter field and with teaching and pedagogy. • Focus on the professional needs of the licensee as specified in a professional growth plan, which the licensee submits. • Have the potential for positively impacting student learning. • Show promise for a licensee's professional growth and improved performance; use multiple criteria. • Be professionally credible. • Provide continued public accountability and confidence in teachers.
<p>HI Admin. Rules §8-54-9(a)(iii), §8-54-9(b)</p>	<p><u>Advanced License</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements: The Advanced License is granted to an applicant who completes one of the following:</p> <ul style="list-style-type: none"> • Possess a valid unrevoked National Board Certification by the National Board for Professional Teaching Standards in the field for which a license is sought and hold a valid teaching license from a state that participates in the Interstate Agreement on Qualification of Personnel; provide documentation of five years within the last eight years of satisfactory full-time teaching experience under a Hawaii Standard License or its equivalent in other states; and obtained clearance in the professional fitness check. • Has been granted a master’s or doctoral degree from a regionally accredited institution in an area relevant to the field for which a license is sought; holds a valid teaching license from a state that participates in the Interstate Agreement on Qualification of Personnel; provides documentation of five years within the last eight years of satisfactory full-time teaching experience under a Hawaii Standard License or its equivalent in other states; and obtained clearance in the professional fitness check. <p>Renewal Requirements: The renewal requirements for an advanced license are the same as those for the standard license.</p>

Sources: Hawaii Administrative Rules. Retrieved October 27, 2011, from http://www.htsb.org/docs/HTSB_Relic_Rules.pdf.
Hawaii Teacher Standards Board. Types of Licenses. Retrieved October 27, 2011, from <http://htsb.org/html/details/licensing/types.html>.

Maryland

State Teacher Licensing Authority: State Board of Education and Professional Standards and Teacher Education Board

Number of Tiers: 4

Legislation	Description of Tiers and Requirements for Licensure and Renewal
Code of MD Regs. (COMAR) 13A.12.01.04, 13A.12.01.05, 13A.12.01.06, 13A.12.01.11	<p>General Standards for All Professional Certificates:</p> <ul style="list-style-type: none"> • Bachelor’s or higher degree • Completion of one of the Maryland Certification Options: <ul style="list-style-type: none"> ▪ A program approved by the State Superintendent of Schools. Graduates of these programs, after completing all application procedures, shall receive certification without analysis of transcripts by the Department or its designee. ▪ An approved out-of-state teacher education program. ▪ An approved out-of-state specialist or administrator program. • Submission of one of the following: <ul style="list-style-type: none"> • Qualifying scores on the established and approved teacher certification tests • A current, professional, out-of-state teaching certificate and verification of qualifying score on a valid state certificate test • A professional teaching certificate and two years of satisfactory full-time teaching experience in the certification area at the appropriate level • Evidence of distinction of knowledge, skill, and practice of teaching provided to the applicant by a national or regional organization that is approved by the State Superintendent of Schools <p><u>Professional Eligibility</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Meets all General Standards for a professional certificate. • Is not currently employed as a professional in a local school system. <p>Renewal Requirements: Certificate shall be renewed for five years by an applicant not currently employed as a professional in a Maryland local school system by presenting six semester hours of acceptable credit.</p>

<p>COMAR 13A.12.01.08, 13A.12.01.11</p>	<p><u>Conditional Teacher</u> (Provisional A)</p> <p>Length of Validity: 2 years</p> <p>General Requirements: Can be granted only if the position cannot be filled with a qualified person who holds a professional certificate. The applicant must hold a bachelor’s or higher degree but does not have to meet the requirements for a professional certificate.</p> <p>Renewal Requirements: An applicant may hold only one Conditional Teacher Certificate, which may be renewed for two years, if the applicant has met two requirements:</p> <ul style="list-style-type: none"> • Completed a minimum of 12 semester hours of course work toward the professional certificate during the two-year period. • Achieved a qualifying score on the basic skills teacher certification test if required.
<p>COMAR 13A.12.01.07, 13A.12.01.11</p>	<p><u>Resident Teacher</u> (Provisional B)</p> <p>Length of Validity: 2 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Hold a bachelor’s or higher degree from an institution of higher education. • Obtain a qualifying score on a Department-approved test in basic skills or a comparable state-approved test in basic skills. • Obtain a qualifying score on a Department-approved content area test or a comparable state-approved content test. • Present official documentation from the local superintendent of schools, or a Department-recognized head of an organization of nonpublic schools, of completion of standards-based pre-employment training that includes the following: <ul style="list-style-type: none"> ▪ A minimum of 90 hours of study that may consist of a combination of semester hours and clock hours and that are based on Maryland Essential Dimensions of Teaching or the Interstate New Teacher Assessment and Support Consortium standards that include either elementary reading processes and acquisition or secondary reading in an applicable content area ▪ Enrollment in a Department-approved alternative preparation program ▪ An internship that was part of a Department-approved alternative preparation program <p>Instead of meeting the requirements listed above, an applicant may present official verification from the local superintendent of schools, or a Department-recognized head of an organization of nonpublic schools, of a valid alternative certificate issued pursuant to an out-of-state program that Maryland accepts under the Interstate Certification Compact.</p> <p>Renewal Requirements: Nonrenewable. An applicant who holds the Resident Teacher Certificate is eligible for the Standard Professional Certificate upon receipt by the Department of all of the following items:</p> <ul style="list-style-type: none"> • Completion of an approved alternative program as verified by the program provider • A qualifying score on the applicable Department-approved pedagogy test • Satisfactory teaching performance during the period of the residency as verified by the local superintendent of schools or a Department-recognized head of an organization of nonpublic schools

<p>COMAR 13A.12.01.05, 13A.12.01.11</p>	<p><u>Standard Professional I</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Meets all General Standards for a professional certificate. • Is employed as a professional in a Maryland school. • Meets the requirements for the Standard Professional II Certificate or the Advanced Professional Certificate before the expiration of the certificate. <p>Renewal Requirements: The Standard Professional I Certificate shall be renewed only once upon the request of the local superintendent of schools for an applicant whose service was interrupted during the validity period of the Standard Professional I Certificate, preventing the applicant from meeting the experience requirement, if the applicant presents six semester hours of acceptable credit.</p>
<p>COMAR 13A.12.01.05, 13A.12.01.11</p>	<p><u>Standard Professional II</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Meets all General Standards for a professional certificate. • Presents verification of a minimum of three years of satisfactory school-related experience. • Presents six semester hours of acceptable credit. • Has a professional development plan designed by the employee in agreement with the local superintendent of schools to satisfy the requirements for the Advanced Professional Certificate. • Is employed in a Maryland school. <p>Renewal Requirements: Nonrenewable</p>
<p>COMAR 13A.12.01.05, 13A.12.01.11</p>	<p><u>Extended Standard Professional II</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Meets all the requirements for an Advanced Professional Certificate except for the coursework. • Held a three-year Standard Professional I Certificate. • Consecutively held or holds a three-year Standard Professional II Certificate. <p>Renewal Requirements: Nonrenewable</p>

<p>COMAR 13A.12.01.05, 13A.12.01.11</p>	<p><u>Advanced Professional</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Meets all General Standards for a professional certificate. • Presents six semester hours of acceptable credit. • Presents verification of three years of satisfactory school-related experience. • Meets one of the following standards: <ul style="list-style-type: none"> ▪ Earned a master’s or higher degree from an institution of higher education in a certification area directly related to public school education, including six semester hours related to the teacher’s specific discipline or the specialist’s specific assignment. ▪ Earned at least 36 semester hours of approved content or professional education coursework directly related to public school education, earned after the conferral of the bachelor’s or higher degree, including at least 21 graduate credits, of which at least six credits shall be related to the teacher’s specific discipline or the specialist’s specific assignment. ▪ Obtained National Board Certification and earned a minimum of 12 semester hours of approved graduate coursework, earned after the conferral of the bachelor’s or higher degree and related to the teacher’s specific discipline or the specialist’s specific assignment. <p>Renewal Requirements: The Advanced Professional Certificate shall be renewed for five years if an applicant meets either (a) or (b):</p> <p>(a) Is continuously employed as a professional in a Maryland school during the validity period of the certificate upon the request of the local superintendent of schools and upon presenting all of the following:</p> <ul style="list-style-type: none"> ▪ A professional development plan for the subsequent Advanced Professional Certificate designed by the employee and reviewed by the local superintendent of schools that includes at least six semester hours of acceptable credit or the equivalent after the required semester hours of reading course work are completed ▪ Six semester hours of acceptable credit, or verification by the local superintendent of schools that the employee has earned the equivalent of six semester hours of credit in professional growth activities during the validity period of the current certificate after the required semester hours of reading course work are completed ▪ Verification of three years of satisfactory school-related experience completed within the five years immediately preceding the issuance of the renewed Advanced Professional Certificate <p>(b) Is not continuously employed as a professional in a Maryland school during the validity period of the certificate, upon the request of the applicant and upon the applicant presenting six semester hours of acceptable credit.</p>
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Sources: Code of Maryland Regulations (COMAR). Retrieved October 27, 2011, from <http://www.dsd.state.md.us/comar/getfile.aspx?file=13a.12.01.04.htm>; <http://www.dsd.state.md.us/comar/getfile.aspx?file=13a.12.01.05.htm>; <http://www.dsd.state.md.us/comar/getfile.aspx?file=13a.12.01.06.htm>; <http://www.dsd.state.md.us/comar/getfile.aspx?file=13a.12.01.07.htm>; <http://www.dsd.state.md.us/comar/getfile.aspx?file=13a.12.01.08.htm>; <http://www.dsd.state.md.us/comar/getfile.aspx?file=13a.12.01.11.htm>.

Massachusetts

State Teacher Licensing Authority: Massachusetts Department of Elementary and Secondary Education

Number of Tiers: 3

Legislation	Description of Tiers and Requirements for Licensure and Renewal
603 CMR 7.02, 7.04(2)(a), 706	<p><u>Preliminary License</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Possession of a bachelor’s degree • Passing score on the Communication and Literacy Skills test • Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06, where available • Competency Review for candidates seeking licenses for the teaching of students with moderate disabilities, students with severe disabilities, the deaf and hard-of-hearing, and the visually impaired and fields for which there is no subject matter knowledge test available • Evidence of sound moral character <p>Renewal Requirements: Nonrenewable. The Preliminary license is designed for individuals who have not completed an approved educator preparation program.</p>
603 CMR 7.02, 7.04(2)(b), 706, 707, MGL 71 §38G	<p><u>Initial License</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Possession of a bachelor’s degree • Passing score on the Communication and Literacy Skills test • Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07. Where no test has been established, completion of an approved program will satisfy this requirement. • Completion of an approved program for the Initial license sought • Seminars or courses that address the Professional Standards set forth in 603 CMR 7.04(4): <ul style="list-style-type: none"> ▪ Field-based experiences in varied settings and integrated into courses or seminars that address Professional Standards for Teachers ▪ Supervised practicum or a practicum equivalent in the field and at the level of the license sought • Evidence of sound moral character <p>Renewal Requirements: At the discretion of the Commissioner of Education, an educator may extend an Initial license one time for an additional five years if the educator has not yet fulfilled the requirements to move up to the Professional-level license.</p>

<p>603 CMR 7.02, 7.04(2)(b). MGL 71 §38G</p>	<p><u>Professional License</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Possession of an Initial license in the same field as the Professional license sought • At least three full years of employment under the Initial license • Completion of a one-year induction program with a mentor • At least 50 hours of a mentored experience beyond the induction year, which may be fulfilled as part of a program option described below • Completion of one of the following: <ul style="list-style-type: none"> ▪ An approved district-based program for the Professional license sought ▪ A master’s or higher graduate-level program in an accredited college or university that is or includes one of the following: (a) an approved program for the Professional license sought, or (b) a master’s degree program or other advanced graduate program in the academic discipline appropriate to the license sought in a graduate or professional school other than education ▪ For those who have completed any master’s or higher degree or other advanced graduate program not described above, one of the following: (a) an approved, nondegree, 12-credit program of which no fewer than nine credits are in the academic discipline appropriate to the instructional field of the Professional license sought, OR (b) 12 credits of graduate-level courses in the academic discipline appropriate to the instructional field of the Professional license sought, which may include credits earned prior to application for the license ▪ Programs leading to eligibility for master teacher status, such as those sponsored by the National Board for Professional Teaching Standards and others accepted by the Commissioner ▪ A Department-sponsored Performance Assessment Program, when available <p>Renewal Requirements: Professional licenses may be renewed by the successful completion of the appropriate number of professional development points (PDPs) within a five-year cycle. Educators may earn PDPs by engaging in a variety of professional development activities as part of an individual professional development plan that is designed to improve teaching and student learning. A minimum of 150 PDPs is required for the educator’s primary license; 30 PDPs are required for each additional license. Under regulations amended in December 1999, educators are required to do the following:</p> <ul style="list-style-type: none"> • Align their Individual Professional Development Plans with school and/or district improvement goals. • Obtain supervisor approval indicating that 80% of the PDPs are consistent with the educational goals of the school/district. • Earn a minimum of 10 hours in a topic. • Seek their supervisor's endorsement of their completed professional development plan prior to applying for recertification.
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Sources: Commonwealth of Massachusetts Regulations. Retrieved October 27, 2011, from <http://www.doe.mass.edu/lawsregs/603cmr7.html>.
Massachusetts General Laws. Retrieved October 27, 2011, from <http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38G>.
Massachusetts Department of Elementary and Secondary Education. *Recertification Guidelines for Massachusetts Educators*. Retrieved October 27, 2011, from <http://www.doe.mass.edu/recert/2000guidelines/guidelines.pdf>, and *Recertification FAQs*. Retrieved October 27, 2011, from <http://www.doe.mass.edu/recert/qa.html#regs>.

New York

State Teacher Licensing Authority: New York Commissioner of Education

Number of Tiers: 2

Legislation	Description of Tiers and Requirements for Licensure and Renewal
<p>8 NY ADC 80-3.3, 80.1.8, 80- 3.6</p>	<p><u>Initial Certification</u> Length of Validity: 3 years General Requirements:</p> <ul style="list-style-type: none"> • Baccalaureate from a regionally or nationally accredited institution of higher education, from a higher education institution that the commissioner deems substantially equivalent, or from an institution authorized by the Regents to confer degrees and whose programs are registered by the department • General education coursework core • Content coursework core • Pedagogical coursework core • Student teaching (Experience as an employed teacher within the range of grades and the subject area of the certification area may be accepted in lieu of this requirement.) • Passing scores on the New York State Teacher Certification Examination liberal arts and sciences test, written assessment of teaching skills, and content specialty test(s) in the area of the certificate, except that a candidate seeking an initial certificate in the title of Speech and Language Disabilities (all grades) shall not be required to achieve a satisfactory level of performance on the content specialty test • Child abuse identification workshop • School violence prevention workshop • Fingerprint clearance <p>Alternative Pathways to Certification: An applicant may qualify for certification through any of the following pathways:</p> <ul style="list-style-type: none"> • Complete an approved teacher education program in a New York college or university and be recommended for a certificate, provided that program has been registered by the Department as leading to the designated certificate. • Completion of an approved alternative teacher preparation program. Alternative programs are offered by colleges with local school partners. They feature an accelerated introductory component, followed by paid employment, with extensive mentoring, coursework, and other supports from the college and school district. • Individual evaluation of U.S. credentials. If a candidate satisfies the requirements for certification, the State Education Department will issue the appropriate certificate. If the candidate does not satisfy these requirements, the department will provide a detailed written evaluation listing the remaining requirements that must be met in order to receive the specified certificate. • Individual evaluation of non-U.S. credentials. • Applicants who hold a certificate from another state, or who have completed an approved program that would lead to a teaching certificate in another state, may be eligible for a certificate through interstate reciprocity.

	<ul style="list-style-type: none"> • A teacher who holds a certificate from the National Board for Professional Teaching Standards may obtain a New York State certificate in a comparable title, without meeting any additional education or testing requirements. <p>Renewal Requirements: (a) The holder of an initial certificate whose certificate has expired shall be reissued an initial certificate on one occasion only, for a period of five years from the date of reissuance, provided that the candidate has met the requirements in subdivision (b) of this section. (b) Any candidate whose certificate has been expired for two or more years at the time of application for the reissuance shall meet both of the following requirements:</p> <ul style="list-style-type: none"> • The candidate shall successfully complete 75 clock hours of acceptable professional development within one year of applying to the department for the reissued initial certificate. The definition of acceptable professional development and the measurement of professional development study shall be that prescribed in section 80-3.6. <p>The candidate shall submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examination content specialty test(s) in the area required for the certificate sought, which shall be taken within one year of the candidate’s applying to the department for the reissuance of the initial certificate.</p>
<p>Education Law § 3006, 8 NY ADC 80-3.4, 80.1.3, 80.3.6,</p>	<p><u>Professional Certification</u></p> <p>Length of Validity: Continuously valid, provided that the professional development requirement prescribed in section 80-3.6 of this Subpart is met by the professional certificate holder.</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • A master’s or higher degree program in the content core of the initial certificate or in a related content area; or a master’s or higher degree program in any field, provided that the candidate has completed at least 12 semester hours of graduate study in the content core of the initial certificate or in a related content area. • Three school years of teaching experience, or its equivalent. The candidate who completes this requirement in total or part through teaching in New York public schools shall be required to participate in a mentored program in the first year of employment unless the candidate has successfully completed two years of teaching experience prior to such teaching in the public schools. • Candidates who seek a professional certificate in Speech and Language Disabilities (all grades) shall submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examination content specialty test in the area of the certificate. • U.S. permanent residence status. <p>Renewal Requirements: The holder of a professional certificate in the classroom teaching service shall be required to successfully complete 175 clock hours of acceptable professional development during the professional development period. A holder of a certificate in the classroom teaching service who achieves certification from the National Board for Professional Teaching Standards shall be deemed to have met the professional development requirement, prescribed in this subdivision, for the five-year professional development period in which such national board certification is achieved.</p>

Sources: Regulations of the Commissioner of Education. Retrieved October 27, 2011, from <http://www.highered.nysed.gov/tcert/regulations.html>.
New York State Education Department Office of Teaching Initiatives. Types of Certificates and Licenses. Retrieved October 27, 2011, from <http://www.highered.nysed.gov/tcert/certificate/typesofcerts.html>.

North Carolina

State Teacher Licensing Authority: North Carolina State Board of Education

Number of Tiers: 2

Legislation	Description of Tiers and Requirements for Licensure and Renewal
16 NCAC 06C.0303, 06C.0304, 06C.0503, SBE Policy TCP-A-004	<p><u>Standard Professional I</u></p> <p>Length of Validity: 3 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Completion of a state-approved teacher education program from a regionally accredited college or university OR completion of another state’s approved alternative route to licensure, as well as meeting the federal requirements to be designated as “highly qualified” and a bachelor’s degree from a regionally accredited college. • A recommendation from the institution of higher education that includes the approval or endorsement of the administrative head of the professional education unit. • Passing scores on standard examinations specified by the State Board of Education: the Praxis I test and the Praxis II subject area test for the relevant certification area. Exemptions may be allowed for out-of-state new hires who meet NCLB licensure and “highly qualified” requirements. <p>Renewal Requirements: Nonrenewable. Standard Professional I licenses are intended for teachers with less than three years of teaching experience. Converts to a Standard Professional II license when the holder successfully completes the North Carolina Initial Licensure Program.</p> <ul style="list-style-type: none"> • All teachers who hold a Standard Professional I licenses after January 1, 1998, except those who have three or more years of appropriate experience, are required to participate in a three-year induction period with a formal orientation, mentor support, observations, and evaluation prior to the recommendation for Standard Professional II licensure. Employers may request an exemption from the Beginning Teacher Support Program for teachers with equivalent nonpublic experience. • Effective with the 2010–2011 school year, all teachers in North Carolina are to be evaluated using the North Carolina Teacher Evaluation process unless a local board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process, in which case the local board shall use that instrument. Beginning teachers must be rated “proficient” on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional II License.

<p>16 NCAC 06C.0304, SBE Policy TCP-A-004, 06C.0307, 06C.0503</p>	<p><u>Standard Professional II</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements: Applicants may qualify by meeting either of two requirements:</p> <ul style="list-style-type: none"> • North Carolina teachers with three or more years of experience who have completed the Initial Licensure Program and received a rating of “proficient” on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form • Teachers who (1) are fully licensed and “highly qualified” in another state, who have three or more years of teaching experience in another state, and who meet North Carolina’s Praxis testing requirements OR (2) have National Board Certification <p>Renewal Requirements: Currently employed personnel must maintain an individual growth plan and earn a minimum of 15 units of renewal credit that can come from any combination of college credit, teaching experience, earning National Board for Professional Teaching Standards certification, completion of approved educational activities, or independent study.</p> <p>Local boards also may develop an alternative license renewal plan that is competency based and results oriented. The plan must describe the connection among professional development, the school improvement plan, and the individual’s license area or job responsibilities through processes such as peer review and annual evaluation. The plan may waive specific hour requirements that a licensed employee must meet and focus instead on knowledge and skill acquired by participants. The plan must include outcome measures and must be submitted to the Department for review in advance of its implementation.</p>
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.Sources: North Carolina Administrative Code. Retrieved October 28, 2011, from <http://report.oah.state.nc.us/ncac.asp>.

North Carolina State Board of Education. *Policy Manual*. “Policies on the Beginning Teacher Support Program.” Retrieved October 28, 2011, from <http://www.ncpublicschools.org/docs/recruitment/beginning/policysupportprogram.pdf>.

North Carolina Department of Public Instruction. *North Carolina Teacher Evaluation Process*. Retrieved October 28, 2011, from <http://www.dpi.state.nc.us/docs/profdev/training/teacher/teacher-eval.pdf>.

Rhode Island

State Teacher Licensing Authority: Rhode Island Board of Regents for Elementary and Secondary Education

Number of Tiers: 1 (The state is currently in the process of redesigning the certification system.)

Legislation	Description of Tiers and Requirements for Licensure and Renewal
RI Gen Laws § 16- 11-1, § 16- 11-2	<p><u>Certificate of Eligibility for Employment (CEE)</u></p> <p>Length of Validity: 3 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Bachelor’s degree from an accredited or an approved institution of higher education. • Graduate of an approved program for the preparation of elementary or secondary school teachers within the previous five years from the date of application. Applicants who have not completed an approved program can be certified by transcript analysis by presenting evidence of six semester hours of student teaching and not less than 24 semester hours of coursework in relevant content areas for elementary teachers and not less than 18 semester hours of coursework in relevant content areas for secondary teachers. The student teaching requirement may be waived for an applicant who has had two or more documented years of successful teaching experience in an approved setting. Certified teachers who have had two or more years of teaching experience and who seek certification may fulfill the student teaching requirement by completing a one-year supervised internship. • Applicants who have not been previously certified in the state of Rhode Island must achieve a minimum score on required tests prior to being certified (for elementary teachers: a score of 145 on the Elementary Content Knowledge Test and 148 on the Elementary Content Area Exercises Test; for secondary teachers: a score of at least 167 on the Principles of Learning and Teaching Test, 7–12). <p>Renewal Requirements: The CEE is used to seek regular employment in the schools of Rhode Island for the field identified on the CEE. The CEE also is valid for service as a substitute teacher. If regular employment is not secured in the three-year period, the CEE can be renewed every three years until regular employment is secured. Individuals who do not renew their CEE or Professional Certificate within six months from the date of expiration may be required to complete additional requirements under new regulations to re-instate the expired certificate.</p>

<p>RI Gen Laws § 16- 11-1, § 16- 11-2, § 16-11-11</p>	<p><u>Professional Certificate</u></p> <p>Length of Validity: 5 years</p> <p>General Requirements:</p> <ul style="list-style-type: none"> • Secure regular employment. • Submit the CEE along with documentation from the employing authority that regular employment has been secured in the certification area of the CEE. • Write and get approval for a five-year Individual Professional Development Plan (I-Plan). <p>Alternative Requirements:</p> <ul style="list-style-type: none"> • After an individual completes the necessary coursework for the CEE, and arranges through the local community for a one-year internship, the superintendent of schools may request the issuance of a one-year professional certificate for that individual. The Department of Education must approve the internship in advance, and the supervisor must have at least three years of teaching experience. Upon successful completion of the internship, the individual will be issued a five-year professional certificate. • Effective March 1, 1996, Rhode Island adopted “Enhance Reciprocity” as a route to certification. This route provides that certification be granted to an applicant who holds a valid and comparable certificate from another member state, provided the applicant has complied with any requirements of the receiving state regarding degrees held, experience, eligibility, citizenship, and moral, ethical, physical, and mental fitness. <p>Renewal Requirements: The five-year professional certificate requires the successful completion of an I-Plan every five years for renewal for individuals who have been in regular employment for the five-year term of the certificate. To be entitled to an extension of the professional certificate without the completion of an I-Plan, educators must document their employment history during the previous five years. Educators holding regular employment who serve for less than 135 days during any school year are entitled to a one-year extension of the professional certificate for each year of service less than 135 days to complete their I-Plan. Educators who leave regular employment during the term of the professional certificate also are entitled to an extension of the professional certificate for the number of years not engaged in regular employment. Educators who return to regular employment must modify, if appropriate, the I-Plan on record and complete the five-year I-Plan during the remaining term of the extended certificate.</p>
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<p>RI Draft Regs.</p>	<p><u>Rhode Island Educator Certification Redesign</u></p> <p>The Rhode Island Office of Educator Quality and Certification recently redesigned the state’s educator certification system. The new certification system is multi-tiered. The draft certification regulations were circulated for public comment in September 2011. A copy of the draft regulations is available at http://www.ride.ri.gov/EducatorQuality/CertificationRedesign/DOCS/Certification%20Regulations%20Draft%20for%20Public%20Comment.pdf.</p> <p>The Certification Redesign work group presented draft recommendations for certification redesign to the Rhode Island Board of Regents on July 21, 2011. The materials shared with the Regents are available at http://www.ride.ri.gov/EducatorQuality/CertificationRedesign/DOCS/Certification %20Redesign Regents Update 7-21-11.pdf.</p> <p>Rhode Island also has recently introduced a beginning teacher induction program to provide coaching and support for beginning teachers. For additional information on this program, see http://www.ride.ri.gov/EducatorQuality/mentoring.aspx.</p>
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Sources: Rhode Island Statutes. Retrieved October 28, 2011, from <http://www.rilin.state.ri.us/Statutes/TITLE16/16-11/INDEX.HTM>.

Rhode Island Department of Elementary and Secondary Education. Certificate Requirements. Retrieved October 28, 2011, from

<http://www.ride.ri.gov/educatorquality/certification/Certreqs.aspx>.

For current elementary certificate requirements, see <http://www.ride.ri.gov/EducatorQuality/DOCS/Certification/Requirements/I-Plan%20regs-elementary.pdf>.

For current secondary certificate requirements, see <http://www.ride.ri.gov/EducatorQuality/DOCS/Certification/Requirements/iplan%20sec.pdf>.

Tennessee

State Teacher Licensing Authority: Tennessee State Board of Education

Number of Tiers: 4

Legislation	Description of Tiers and Requirements for Licensure and Renewal
Tenn. Code Ann. § 49-5-5201, § 49-5-5202, § 49-5-5203, § 49-5-5204, § 49-5-5205, § 49-5-5211	<p><u>Apprentice</u></p> <p>Length of Validity: 3 years</p> <p>General Requirements:</p> <p><i>In-state applicants:</i></p> <ul style="list-style-type: none"> • A preparation program in the area of interest at an approved teacher education institution in Tennessee • The Praxis Series Exams required for state licensing • Recommendation for licensure from the Dean of Education and the Certification Office of the college/university <p><i>Out-of-state applicants:</i></p> <ul style="list-style-type: none"> • A preparation program in the area of interest at an accredited teacher education institution outside of Tennessee. • An educator credential from other state(s) with validity dates. A license will be issued with endorsements most similar to those awarded in Tennessee. • Acceptable experience in a K–12 school outside the state of Tennessee. For applicants with less than three years of acceptable experience out of the last seven years that is recognized by the state of Tennessee, the college/university where the applicant completed his or her licensure program will need to complete the application section titled Teacher Education outside the State of Tennessee. • Praxis Series II Tests if required as determined by a review of the candidate’s application. <p>Renewal Requirements: The license for an apprentice teacher shall be valid for three years. Apprentice teachers are entitled to undergo evaluation during the year in which they gain eligibility for career level I licensure and shall be evaluated in accordance with an evaluation process, including procedures, criteria, and instruments used and developed by an LEA that has been validated and approved by the state board of education. The minimum criteria for the evaluation of apprentice teachers, teachers applying for a professional license or career level I certificate, and career level I teachers by the LEAs shall be approved by the state board of education. The criteria shall include, but not be limited to: (1) classroom or position observation and assessment; (2) review of evaluations; (3) personal conference; (4) examination of professional development activities undertaken by the applicant; and (5) other appropriate criteria. See § 49-5-5205 for the procedural rules regarding teachers’ evaluations.</p> <p>If an apprentice teacher is denied a professional license and certification as a career level I teacher at the end of the third year of employment, that teacher upon request shall receive a new apprentice teacher license, which shall be valid for one year. Any apprentice teacher seeking a professional license found not to meet minimum competency standards under the evaluation process set out in § 49-5-5205(i) may appeal to the state board of education.</p>

<p>Tenn. Code Ann. § 49-5-5201, § 49-5-5203, § 49-5-5204, § 49-5-5205</p>	<p><u>Career Level I</u></p> <p>Length of Validity: 10 years</p> <p>General Requirements: One of the following:</p> <ul style="list-style-type: none"> • Employment for at least three years as an apprentice teacher • Acceptable experience of three years out of the last seven years in a K–12 school outside of Tennessee that is recognized by the state under Tennessee’s Interstate Agreement <p>Renewal Requirements:</p> <p>Career level I teachers are entitled to undergo evaluation during the year in which they gain eligibility for career level II licensure and shall be evaluated in accordance with an evaluation process, including procedures, criteria, and instruments used and developed by an LEA that has been validated and approved by the state board of education. The minimum criteria for the evaluation of apprentice teachers, teachers applying for a professional license or career level I certificate, and career level I teachers by the LEAs shall be approved by the state board of education. The criteria shall include, but not be limited to: (1) classroom or position observation and assessment; (2) review of evaluations; (3) personal conference; (4) examination of professional development activities undertaken by the applicant; and (5) other appropriate criteria. See § 49-5-5205 for the procedural rules regarding teachers’ evaluations.</p> <p>A teacher with a bachelor’s degree shall complete only one academic course or one professional education course that focuses on methodology or teaching skills as part of the certification renewal process each 10 years. Credit shall be granted only for upper-division-level courses in the respective areas of certification that are completed with an attained three-point grade point average, on a four-point grading system. A teacher may complete upper-division courses in another subject if they are taken with the goal of broadening the areas of certification. A teacher may complete upper-division courses in areas of need identified through the evaluation process; however, the teacher shall provide, with the application for renewal, written verification of the need signed by the teacher’s immediate supervisor before the courses may be counted for certificate renewal.</p> <p>Any career-level certificate may be extended by the state board of education for a period of time not to exceed one year if a person’s illness, disability, or family hardship prevents the completion of the evaluation for the purpose of recertification.</p>
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<p>Tenn. Code Ann. § 49-5-5201, § 49-5-5203, § 49-5-5204, § 49-5-5205</p>	<p><u>Career Level II</u> Length of Validity: 10 years General Requirements: One of the following:</p> <ul style="list-style-type: none"> • Employment for at least three years as Career Level I teacher • Acceptable experience of three years out of the last seven years in a K–12 school outside of Tennessee that is recognized by the state under Tennessee’s Interstate Agreement <p>Renewal Requirements: Career level II teachers are entitled to undergo evaluation during the year in which they gain eligibility for career level III licensure and shall be evaluated in accordance with an evaluation process, including procedures, criteria, and instruments used and developed by an LEA that has been validated and approved by the state board of education. The criteria for the initial evaluation of career level II and III teachers shall include, but not be limited to, the following, and the criteria for the interim and recertification of career level II and III teachers may include the following: (1) classroom or position observation and assessment by a team of properly trained career level III teachers or career level III principals, assistant principals or supervisors in Grades K–12 from outside the applicant's school system; professionally qualified evaluators; or properly trained career level III teachers, principals, assistant principals, or supervisors in kindergarten from outside the applicant’s school system, except that the team may include one local administrator who may be a noncareer ladder employee, as agreed upon by both applicant and proposed evaluator, who shall conduct one of the required evaluations and participate in the post-evaluation interview required by § 49-5-5205(b)(5); (2) review of evaluations by principals, supervisors, and others in authority; (3) personal interview; (4) examination of professional development activities undertaken by the applicant, except that the state board of education shall take care that the applicant’s preparation and paperwork are kept to the minimum necessary for adequate evaluation; and (5) other appropriate criteria. See § 49-5-5205 for the procedural rules regarding teachers’ evaluations.</p> <p>A teacher with a bachelor’s degree shall complete only one academic course or one professional education course that focuses on methodology or teaching skills as part of the certification renewal process each 10 years. Credit shall be granted only for upper-division-level courses in the respective areas of certification that are completed with an attained three-point grade point average, on a four-point grading system. A teacher may complete upper-division courses in another subject if they are taken with the goal of broadening the areas of certification. A teacher may complete upper-division courses in areas of need identified through the evaluation process; however, the teacher shall provide, with the application for renewal, written verification of the need signed by the teacher’s immediate supervisor before the courses may be counted for certificate renewal.</p> <p>Any teacher holding a career level II teacher certificate whose certificate is not renewed in due course because of the teacher’s failure to meet the relevant certification standards shall, at the expiration of the career level II teacher’s certificate and if minimum competency standards are met, be issued a career level I teacher certificate that shall be valid for 10 years and shall be subject to renewal in the same manner as other career level I teacher certificates.</p> <p>Any career-level certificate may be extended by the state board of education for a period of time not to exceed one year if a person's illness, disability, or family hardship prevents the completion of the evaluation for the purpose of recertification.</p>
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<p>Tenn. Code Ann. § 49-5-5201, § 49-5-5203, § 49-5-5204, § 49-5-5205</p>	<p><u>Career Level III</u> Length of Validity: 10 years General Requirements: One of the following:</p> <ul style="list-style-type: none"> • Employment for at least three years as Career Level II teacher • Acceptable experience of three years out of the last seven years in a K–12 school outside of Tennessee that is recognized by the state under Tennessee’s Interstate Agreement <p>Renewal Requirements: Career Level II teachers shall be evaluated in accordance with an evaluation process, including procedures, criteria, and instruments used and developed by an LEA that has been validated and approved by the state board of education. The criteria for the initial evaluation of career level II and III teachers shall include, but not be limited to, the following, and the criteria for the interim and recertification of career level II and III teachers may include the following: (1) classroom or position observation and assessment by a team of properly trained career level III teachers or career level III principals, assistant principals, or supervisors in Grades K–12 from outside the applicant’s school system; professionally qualified evaluators; or properly trained career level III teachers, principals, assistant principals, or supervisors in kindergarten from outside the applicant’s school system, except that the team may include one local administrator who may be a noncareer ladder employee, as agreed upon by both applicant and proposed evaluator, who shall conduct one of the required evaluations and participate in the post-evaluation interview required by § 49-5-5205(b)(5); (2) review of evaluations by principals, supervisors, and others in authority; (3) personal interview; (4) examination of professional development activities undertaken by the applicant, except that the state board of education shall take care that the applicant's preparation and paperwork are kept to the minimum necessary for adequate evaluation; and (5) other appropriate criteria. See § 49-5-5205 for the procedural rules regarding teachers’ evaluations. A teacher with a bachelor’s degree shall complete only one academic course or one professional education course that focuses on methodology or teaching skills as part of the certification renewal process each 10 years. Credit shall be granted only for upper-division-level courses in the respective areas of certification that are completed with an attained three-point grade point average, on a four-point grading system. A teacher may complete upper-division courses in another subject if they are taken with the goal of broadening the areas of certification. A teacher may complete upper-division courses in areas of need identified through the evaluation process; however, the teacher shall provide, with the application for renewal, written verification of the need signed by the teacher’s immediate supervisor before the courses may be counted for certificate renewal. Any teacher holding a career level III teacher certificate whose certificate is not renewed in due course because of the teacher’s failure to meet the relevant certification standards shall, at the expiration of career level III teacher’s certificate and if minimum competency standards are met, be issued a career level II teacher certificate that shall be valid for 10 years and shall be subject to renewal in the same manner as other career level II certificates. Any career-level certificate may be extended by the state board of education for a period of time not to exceed one year if a person's illness, disability, or family hardship prevents the completion of the evaluation for the purpose of recertification.</p>
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Sources: Tennessee Code. Retrieved October 28, 2011, from <http://www.lexisnexis.com/hottopics/tncode/>.
Tennessee Office of Teacher Licensing. Retrieved October 28, 2011, from <http://www.state.tn.us/education/lic/>.