

State/Territory Alabama

License Title Professional Educator Certificate, Physical Education (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Alabama State Department of Education

Board/Agency Website <https://www.alabamaachieves.org/teacher-center/teacher-certification/>

Statute/Regulation/Rule Citation Ala.Code 1975 § 16-23;
Ala. Admin. Code r. 290-3-2

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 8/14/2023

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

State/Territory Alaska

License Title Initial Teacher Certificate, Physical Education (Varies)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? Yes, if not NCATE/CAEP accredited.

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

Supervised Experience (In-Program) Must follow NCATE/CAEP standards

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

Board/Agency Name Alaska Department of Education & Early Development

Board/Agency Website <https://education.alaska.gov/TeacherCertification>

Statute/Regulation/Rule Citation Alaska Stat. Ann. § 14.20;

4 AAC 12

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 3 semester hours of approved Alaska studies coursework,
3 semester hours of approved Alaska multicultural education/cross-cultural communication coursework,
and mandatory trainings.

In order to qualify for a certificate issued on June 30, 2017 or after, an individual must be able to demonstrate that the following mandatory trainings have been completed within the five years prior to the date of application:

Sexual abuse awareness and prevention (AS 14.30.355)

Alcohol or drug related disabilities (AS 14.20.680)

Dating violence awareness and prevention (AS 14.30.356)

Only trainings approved by an Alaska public school district or the Department of Education & Early Development (DEED) will satisfy this requirement. Trainings offered by universities and other organizations must be approved by DEED.

Suicide awareness and prevention (AS 14.30.362)

As per statute, only trainings approved by the Department of Education & Early Development (DEED) will satisfy this requirement. Visit Suicide Prevention, Awareness, and Postvention.

Applicants applying for the Initial Teacher Out-of-State certificates are exempt from the mandatory training requirement. Applicants who are applying for an

exempt certificate will need to satisfy the mandatory training requirement when they apply for their Second Initial, Professional, or Master certificates in the future.

Only trainings approved by an Alaska public school district or the Department of Education & Early Development (DEED) will satisfy this requirement. Trainings offered by universities and other organizations must be approved by DEED. (from <https://education.alaska.gov/teachercertification/mandatorytraining>)

(h) A person is not eligible for a teacher certificate unless the person has completed three semester hours in Alaska studies and three semester hours in multicultural education or cross-cultural communications. However, the commissioner may issue a provisional certificate, valid for no longer than two years, to an applicant who has not completed the semester hours required under this subsection at the time of application.

Alaska Stat. Ann. § 14.20.020 (West)

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 8/21/2023

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

State/Territory American Samoa
License Title None found
Specialized Accreditation Required? N/A
Specialized Accreditation Accepted as Meeting Educational Requirements? N/A
Curriculum Comparison Needed? N/A
Specific Coursework N/A
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name American Samoa Department of Education
Board/Agency Website <https://www.amsamoadoe.com/>
Statute/Regulation/Rule Citation Not available
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program)
Exam(s) Required N/A
Notes None
Last Reviewed Date 9/28/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Arizona

License Title Standard Professional Certificate, Physical Education (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Arizona Department of Education

Board/Agency Website <https://www.azed.gov/educator-certification/>

Statute/Regulation/Rule Citation Ariz. Admin. Code R7-2

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Completion of the United States and Arizona Constitution coursework from an accredited institution or a passing score on the Constitution of the United States and Arizona exam, AZ033. (This is an allowable 3-year deficiency.)

Experience (After Graduating/Outside of Program)

Exam(s) Required Arizona

Notes None

Last Reviewed Date 9/3/2023

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

State/Territory Arkansas

License Title Provisional (for up to 3 years if exams/courses not completed) or Standard License, Physical Education and Health (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Arkansas Department of Education

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

Statute/Regulation/Rule Citation Code Ark. R. 005.28.3;

AR ST § 6-17

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 4-3.01.8 For applicants seeking licensure in Early Childhood (P-4), Elementary Education (K-6) or for any elementary licensure level that includes a grade within K-6, Middle Childhood Social Studies (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS;

4-3.01.8.1 The Division may issue a one-year Provisional License for an applicant who has not completed the Arkansas history requirements of 4-3.01.8;

4-3.01.9 Documentation of the completion of the following professional development through the Arkansas IDEAS Portal:

4-3.01.9.1 Two (2) hours of Family and Community Engagement

4-3.01.9.2 Two (2) hours of child maltreatment training;

4-3.01.9.3 Two (2) hours of teen suicide awareness and prevention; and

4-3.01.9.4 One (1) hour of dyslexia awareness.

4-3.01.10 The Division may issue a Provisional License for an applicant who has not completed the professional development under Section 4-3.01.9.

Code Ark. R. 005.28.3-4-3.0

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 11/28/2023

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

State/Territory California

License Title Preliminary Credential, Physical Education (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name California Commission on Teacher Credentialing

Board/Agency Website <https://www.ctc.ca.gov/>

Statute/Regulation/Rule Citation West's Ann.Cal.Educ.Code § 44274

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required California

Notes None

Last Reviewed Date 9/3/2023

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

State/Territory Colorado

License Title Initial License, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 1 CCR 301-101:4.16

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

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

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

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

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

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

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

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

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

4.16(3)(a) adaptive physical education.

4.16(3)(b) first aid.

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

4.16(3)(d) rules and officiating.

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

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

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

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

Supervised Experience (In-Program) Completion of field experiences, student teaching or practicum or internship

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

Board/Agency Name Colorado Department of Education

Board/Agency Website <http://www.cde.state.co.us/cdeprof>

Statute/Regulation/Rule Citation 1 Colo. Code Regs. § 301

Must Out-of-State Program Graduate Hold License to Qualify? No, but must be "eligible" for out-of-state license. Practically, students should earn the out-of-state license first.

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/4/2023

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

State/Territory Connecticut

License Title Initial Educator Certificate, Physical Education (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework On and after July 1, 1993, to receive an initial educator certificate for a special subject or field an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

(a) Holds a bachelor's degree from an approved institution;

(b) Has a minimum of 39 semester hours of credit in general academic courses in five of the six areas listed below. A course in United States history, on and after July 1, 1998, a survey course in United States history comprised of not fewer than three semester hours of credit shall be included.

(1) Natural sciences;

(2) Social studies;

(3) Fine arts;

(4) English;

(5) Mathematics; and

(6) Foreign language;

(c) Has completed a subject area major consisting of one of the following:

(1) A major awarded by an approved institution in the subject area for which endorsement is sought, except that a major in professional education may not be accepted in fulfillment of this requirement, provided that physical education and technology education majors may be accepted in fulfillment of this requirement; or

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

(3) A major awarded by an approved institution in any one of the subjects covered by the endorsement, except that a major or course work in professional education may not be accepted in fulfillment of this requirement; and

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

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

comparative education;

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

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

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

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

Conn. Agencies Regs. 10-145d-456

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

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

Board/Agency Name Connecticut State Department of Education

Board/Agency Website <https://portal.ct.gov/SDE/Certification/Bureau-of-Certification>

Statute/Regulation/Rule Citation Conn. Agencies Regs. 10-145d;

Conn. Gen. Stat. Ann. § 10-145b

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 1 year Interim Certificate available to complete coursework.

Regs. Conn. State Agencies § 10-145d-412(4) The applicant shall be required to complete a course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special needs children in the regular classroom. (B) An applicant who fulfills all requirements for issuance of the initial educator certificate but lacks a course of study in special education, may be issued an interim educator certificate with a deficiency, provided such applicant completed a teacher preparation program either in the

state prior to July 1, 1987, or outside the state, or completed the necessary combination of professional experience or course work. This deficiency in a special education course of study shall be satisfied prior to receipt of further certification.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/4/2023

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

State/Territory Delaware

License Title Initial License, Physical Education Teacher Standard Certificate (not specified)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? Yes, if not NCATE/CAEP accredited.

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

Code Del. Regs. 1564

4.0 Prescribed Education, Knowledge, and Skill Requirements

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

4.1.1 The applicant shall have satisfied one of the following education requirements:

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

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

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

4.1.1.4 Satisfactorily completed a Department-approved educator preparation program in physical education; or

4.1.1.5 If the applicant is applying for an Initial License after the applicant completed a minimum of 91 days of successful long-term substitute teaching in a Delaware public school as provided in subsection 4.1.3.1 of 14 DE Admin. Code 1510, earned a bachelor's degree from a Regionally Accredited college or university in any content area and also satisfactorily completed 15 college credits or an equivalent number of hours in professional development with one credit equating to 15 hours taken either as part of a degree program or in addition to a degree program from a Regionally Accredited college or university or a professional development provider approved by the Department related to physical education of which at least six credits focus on pedagogy.

4.1.1.5.1 The applicant, in consultation with the applicant's Employing Authority, shall select the 15 credits or the equivalent number of hours in professional development subject to the Department's approval.

4.1.1.5.2 If the applicant does not have an Employing Authority or is applying for a Standard Certificate outside of the applicant's current spectrum of employment, the applicant shall select the 15 credits or the equivalent number of hours in professional development in consultation with the Department and subject to the Department's approval.

4.1.1.5.3 For the purpose of subsection 4.1.1.5, professional development means a combination of focused, in-depth learning, practice, feedback, reflection, and expert support experiences designed to change the participants' attitudes, insights, and perspectives and ultimately results in improved professional practice.

4.1.1.5.4 Professional development hours may be approved if the applicant shows that the activity meets all of the following criteria:

4.1.1.5.4.1 Relevant courses from a Regionally Accredited college or university in physical education are not available to the applicant online or in the applicant's county of residence; and

4.1.1.5.4.2 The activity is grounded in research and current best practices as judged by the Department's content specialist in physical education; and

4.1.1.5.4.3 The activity is documented by the provider to provide knowledge and skills that are required for the physical education certification; and

4.1.1.5.4.4 The activity is part of a professional development program that includes knowledge acquisition, skill mastery, descriptive feedback, and refinement of practice in the work setting.

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

4.1.2.1 A minimum score of 152 on the Praxis Subject Assessment - Physical Education: Content Knowledge (ETS Test Code # 5091); or

4.1.2.2 A minimum score of 160 on the Praxis Subject Assessment - Health and Physical Education - Content Knowledge (ETS Test Code # 5857).

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

5.0 Application Requirements

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

5.2 An applicant must disclose the applicant's criminal conviction history upon application for a Physical Education Teacher Standard Certificate. Failure to disclose a criminal conviction history is grounds for denial of a Physical Education Teacher Standard Certificate as specified in 14 Del.C. § 1219.

5.3 For an applicant who does not hold a content area Standard Certificate, the following documentation is required with the application for a Physical Education Teacher Standard Certificate:

5.3.1 Evidence of obtaining and maintaining a Physical Education certificate

from the National Board for Professional Teaching Standards, if applicable; and
5.3.2 Official transcript from the applicant's Regionally Accredited college or university.

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

5.3.2.2 Sealed paper transcripts may be submitted.

5.3.2.3 The Department will not accept copies of transcripts; and

5.3.3 Documents verifying successful completion of Department-approved professional development, if applicable; and

5.3.4 An experience form, completed in full and signed by the applicant, if applicable; and

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

5.3.6 Additional documentation as required by the Department.

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

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

5.4.2 Additional documentation as required by the Department.

5.5 For applicants who have met the requirements for licensure as an educator in Delaware and hold a Valid and Current License or Certificate in physical education from another state or jurisdiction, the following documentation is required in the application for a Physical Education Teacher Standard Certificate:

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

5.5.2 Additional documentation as required by the Department.

Supervised Experience (In-Program) Must follow NCATE/CAEP standards

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

Board/Agency Name Delaware Department of Education

Board/Agency Website <https://www.doe.k12.de.us/Page/3476>

Statute/Regulation/Rule Citation Code Del. Regs. 1510;

Del. Code Ann. tit. 14, § 1220 (West))

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/18/2023

Feedback Form (Send us your questions, comments or information about your

experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory District of Columbia

License Title Standard Teacher Credential, Physical Education (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name District of Columbia Office of the State Superintendent of Education

Board/Agency Website <https://osse.dc.gov/ed-credentials>

Statute/Regulation/Rule Citation D.C. Mun. Regs. tit. 5-A, § 1601

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/18/2023

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

State/Territory Federated States of Micronesia
License Title None found
Specialized Accreditation Required? N/A
Specialized Accreditation Accepted as Meeting Educational Requirements? N/A
Curriculum Comparison Needed? N/A
Specific Coursework N/A
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name The Federated States of Micronesia (FSM) Teacher Certification Program
Board/Agency Website <https://www.national.doe.fm/>
Statute/Regulation/Rule Citation 40 FSMC §114;
17 FSMC §102-104
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program)
Exam(s) Required N/A
Notes None
Last Reviewed Date 11/28/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Florida

License Title Temporary Certificate (for 3 years to complete required FL exams) or Professional Certificate, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Florida Department of Education

Board/Agency Website <https://www.fldoe.org/teaching/certification/>

Statute/Regulation/Rule Citation Fla. Admin. Code Ann. r. 6A-4;

Fla. Stat. Ann. § 1012.56

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Florida

Notes None

Last Reviewed Date 9/28/2023

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

State/Territory Georgia

License Title 5-Year Induction Certificate, Health and Physical Education (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Georgia Professional Standards Commission

Board/Agency Website <https://www.gapsc.com/Certification/>

Statute/Regulation/Rule Citation Ga. Comp. R. & Regs. 505-2

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Special Education course is required before renewal/conversion of certificate, but not for issuance for either out-of-state licensees or EPP completers. Details follow:

(4) Special Education.

(a) A GaPSC-accepted course in the identification and education of children who have special educational needs is required for issuance of a certificate in any of the following:

1. Teaching fields.
2. Leadership fields.
3. Service fields of Media Specialist and School Counseling.

(b) The following certificates may be issued prior to completion of the special education requirement (course must be satisfied to renew or convert the certificate):

1. Initial Professional or Induction certificate issued based on interstate reciprocity.
2. Initial Induction certificate issued based on completion of an out-of-state approved educator preparation program with student teaching outside of Georgia.
3. Initial Professional certificate in School Counseling based on holding an acceptable valid state license issued by the Georgia Secretary of State Office.

(c) The course may be satisfied by the following:

1. Earning three (3) semester hours of college credit with a grade of "B" or better

(i) The grade requirement of "B" or better is effective July 1, 2019, for courses completed on or after this date.

2. Earning five (5) Georgia professional learning units satisfied through a Georgia public school system or RESA.
3. Holding valid National Board for Professional Teaching Standards (NBPTS) certification.
4. Meeting out-of-state experience exemption outlined in section (6) below.

Ga. Comp. R. & Regs. 505-2-.24

There are many different courses that cover the topics necessary to fulfill this requirement. If you have completed an educator preparation program in another state, you may have already completed an acceptable course. If you would like to know if a certain course will satisfy this requirement, please Contact Certification and include the course name, course description, and a link to the institution's website. A Certification Division staff member will examine the course and let you know if it is acceptable.

Please note that a course covering only selected exceptionalities (such as a course focused on working with students with autism) will not satisfy this requirement. If you would like confirmation that a particular course is acceptable for this requirement, please Contact Certification and include the course name, course description, and a link to the institution's website. (from <https://www.gapsc.com/Certification/SpecialGeorgiaRequirements.aspx>)

Experience (After Graduating/Outside of Program)

Exam(s) Required Georgia

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory Guam

License Title Initial Educator Certification, Physical Education (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? No, if state/territory is party to the NASDTEC Interstate Agreement or program is NCATE/CAEP accredited

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Guam Commission for Educator Certification

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

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

Must Out-of-State Program Graduate Hold License to Qualify? Yes, unless NCATE/CAEP accredited

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) All persons issued an educational professional certificate who have not completed a three (3) semester credit course in Guam history of culture shall complete one (1) such course during the first year after certification. Failure to meet this requirement shall constitute sufficient cause to cancel the certificate until the deficiency is corrected.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 11/28/2023

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

State/Territory Hawaii

License Title Provisional License, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Hawaii Teachers Standards Board

Board/Agency Website <https://hawaiiteacherstandardsboard.org/>

Statute/Regulation/Rule Citation Haw. Code R. 8-54

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory Idaho

License Title Standard Instructional Certificate or Interim Certificate (if ID coursework or exams needs to be completed), Physical Education (K-12)

Specialized Accreditation Required? Yes, NCATE/CAEP

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? Yes

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

Idaho Admin. Code r. 08.02.02.024

06. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in sport, movement, physical activity, and outdoor skills; secondary PE methods; administration and curriculum to include field experiences in physical education; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current CPR and first aid certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (7-1-21)T

Idaho Admin. Code r. 08.02.02.015

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

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

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

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

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

c. Individuals seeking endorsement must complete preparation in at least two

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

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

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

Idaho Admin. Code r. 08.02.02.015

Supervised Experience (In-Program) Minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas

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

Board/Agency Name Idaho State Department of Education

Board/Agency Website <https://www.sde.idaho.gov/cert-psc/cert/>

Statute/Regulation/Rule Citation Idaho Admin. Code r. 08.02.02

Must Out-of-State Program Graduate Hold License to Qualify? No, but if no license then program must be NCATE/TEAC/CAEP accredited.

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required N/A

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory Illinois

License Title Professional Educator License, Physical Education (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Illinois State Board of Education

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

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

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

Must Out-of-State Program Graduate Hold License to Qualify? No, but holding license waives IL coursework requirements

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) If out-of-state applicant does not hold license from other state, then must meet 4 coursework requirements. Cross-Categorical Special Education Methods, Reading Methods, Reading in the Content Area, ESL/Bilingual Methods. This coursework can be taken through the applicant's out-of-state EPP and should be verified with form 80-02, which is linked in the next column.

No provisional or temporary license available while course(s) are completed.

Out-of-state programs can seek pre-approval of PEL courses. See <https://www.isbe.net/Pages/Pre-Approved-Coursework-for-the-Illinois-Professional-Educator-Out-of-State.aspx>

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

Experience (After Graduating/Outside of Program)

Exam(s) Required Illinois

Notes None

Last Reviewed Date 11/28/2023

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

State/Territory Indiana
License Title Initial Practitioner License, Physical Education (PreK-12)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP
Curriculum Comparison Needed? No
Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name Indiana Department of Education
Board/Agency Website <https://www.in.gov/doi/educators/educator-licensing/>
Statute/Regulation/Rule Citation 511 IAC 10.1; 511 IAC 16-2-3
Must Out-of-State Program Graduate Hold License to Qualify? No
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) Valid CPR certification from an IDOE approved provider.
Suicide prevention training certificate.
Experience (After Graduating/Outside of Program)
Exam(s) Required Praxis
Notes None
Last Reviewed Date 9/29/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Iowa

License Title Initial Teaching License, Physical Education (K-8 or 5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Iowa Admin. Code 282-13.28

13.28(14) Physical education.

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

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

Supervised Experience (In-Program) None found

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

Board/Agency Name Iowa Board of Education Examiners

Board/Agency Website <https://boee.iowa.gov/apply-license>

Statute/Regulation/Rule Citation Iowa Admin. Code 282-13

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/28/2023

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

State/Territory Kansas

License Title Initial Teacher License, Physical Education (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Kansas State Department of Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/28/2023

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

State/Territory Kentucky

License Title Provisional Certificate or Statement of Eligibility (if not employed),
Physical Education (Primary-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Kentucky Education Professional Standards Board

Board/Agency Website <http://www.epsb.ky.gov/course/view.php?id=3>

Statute/Regulation/Rule Citation 16 Ky. Admin. Regs. 4:030

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/27/2023

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

State/Territory Louisiana

License Title Out-of-state Certificate, Health and Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Louisiana Department of Education

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

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

Must Out-of-State Program Graduate Hold License to Qualify? No, but must be "eligible"

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/27/2023

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

State/Territory Maine

License Title Professional Teacher Certificate, Physical Education (PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 05-071 CMR Ch. 115, Pt. II, § 1.1

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

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

B. 2. Endorsement Eligibility Pathway 2

(a) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule;

(b) Completed a minimum of 24 semester hours in the areas relevant to the pre-kindergarten through grade 12 endorsement area being sought;

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

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

(e) Passed content area methods course;

(f) Completed an approved course for teaching students with exceptionalities in the regular classroom;

(g) Passed basic skills test in reading, writing and mathematics, in accordance with Maine Department of Education Regulation 13, or achieved at least a 3.0 cumulative GPA in all courses required for the certification, or

completed a successful portfolio review demonstrating competency in Maine's Initial Teacher Standards; and

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

Supervised Experience (In-Program) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-

time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level.

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

Board/Agency Name Maine Department of Education

Board/Agency Website <https://www.maine.gov/doe/cert/>

Statute/Regulation/Rule Citation 05-071 CMR Ch. 115, Pt. II; 20-A M.R.S.A. § 13013

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/27/2023

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

State/Territory Maryland

License Title Initial Professional License (IPL), Physical Education (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) A supervised experience in a public or accredited nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification

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

Board/Agency Name Maryland State Department of Education

Board/Agency Website <https://marylandpublicschools.org/about/Pages/DEE/index.aspx>

Statute/Regulation/Rule Citation COMAR 13A.12.02.03

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Certificate holders with certification in early childhood education, elementary education, and special education Infant-3 and 1-8 are required to complete 12 semester hours in reading, which shall include:

Processes and acquisition of reading skills

Methods of teaching reading

Reading assessment

Materials for teaching reading

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

Types of reading

Reading assessment

Reading instruction

Strategies for intrinsic and extrinsic motivation for reading

Teaching students to learn from text

Processing multimedia information and strategies to connect reading with study skills

Integrating content area goals with reading goals

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

When do I need to complete these courses?

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

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/27/2023

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

State/Territory Massachusetts

License Title Initial Teaching License (if SEI and MTLE exams completed) or Provisional Teaching License (if SEI not completed), Physical Education (PreK-8 or 5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Massachusetts Department of Elementary and Secondary Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Sheltered English Immersion (SEI)

You may qualify for the SEI Teacher endorsement through one of the following pathways:

Enroll in and successfully complete a for-cost course sponsored by a DESE-approved vendor; or

Complete a Massachusetts-approved educator preparation program for the applicable license; or

Take and pass the SEI MTEL; or

Hold an ESL/ELL license in Massachusetts; or

Possess a Bachelor's degree in a DESE-approved major or DESE-approved graduate-level training. *If you believe that you may qualify for the Endorsement by virtue of having the appropriate degree or graduate level training, you may submit materials to the Office of Educator Licensure for review.

Experience (After Graduating/Outside of Program)

Exam(s) Required Massachusetts

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Michigan

License Title Standard Certificate, Health and Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Michigan Department of Education

Board/Agency Website <https://www.michigan.gov/mde/services/ed-serv/ed-cert>

Statute/Regulation/Rule Citation Mich. Admin. Code R 390;

M.C.L.A. 380.1531

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) First Aid and CPR Requirement

The applicant must also have current training in first aid and child and adult CPR from an approved source such as the American Red Cross or the American Heart Association.

Section 1531d of Public Act 451 (1976) as amended, MCL 380.1531d

Experience (After Graduating/Outside of Program)

Exam(s) Required Michigan

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Minnesota

License Title Teacher License, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

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

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

A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;

B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and

C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of physical education.

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

A. A teacher of physical education understands and applies the skills necessary to perform varied physical activities including:

(1) essential elements and sequencing of basic motor skills;

(2) individual, dual, and team activities; lifetime fitness activities; fundamental gymnastics; rhythms and dance, for example, singing games and folk, square, ballroom, creative, contemporary, and modern dance; low organization, lead up, and cooperative games; aquatics; aerobics, body mechanics, conditioning exercises, and strength training;

(3) appropriate instructional cues and prompts for basic motor skills and physical activity; and

(4) how to support and encourage learner expression through movement.

B. A teacher of physical education understands disciplinary knowledge of physical activities and well-being, including:

(1) the organic, skeletal, and neuromuscular structures of the human body and how these structures adapt and contribute to physical activity, motor performance, fitness, and wellness;

(2) concepts and strategies related to physical activity and fitness;

(3) disciplinary concepts and principles to skillful movement and physical

activity;

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

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

- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;
- (2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;
- (3) understand the benefits and implications of, and how to, promote lifelong physical recreation;
- (4) develop curriculum goals and purposes based on the central concepts of physical education and know how to apply instructional strategies and materials for achieving student understanding of this discipline;
- (5) understand the role and alignment of district, school, and department mission and goals in program planning;
- (6) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (7) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and
- (8) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.

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

(1) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;

(2) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific words; and

(3) the ability to identify instructional practices, approaches, methods, and match materials to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.

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

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12. For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

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

Minn. R. 8710.4700

Supervised Experience (In-Program) A minimum of a four-week student teaching experience

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

Board/Agency Name Minnesota Professional Educator Licensing and Standards Board

Board/Agency Website <https://mn.gov/pelsb/aspiring-educators/requirements/>

Statute/Regulation/Rule Citation M.S.A. § 122A.092;

Minnesota Rules, part 8710.0313

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Minnesota

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Mississippi

License Title Five Year Educator License, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Mississippi Department of Education

Board/Agency Website <https://www.mdek12.org/OEL>

Statute/Regulation/Rule Citation 7 Miss. Admin. Code Pt. 3, R. 14.9;
Miss. Code Ann. § 37-3

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Missouri

License Title Initial Teacher Certificate, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Missouri Department of Elementary & Secondary Education

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

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

5 MO ADC 20-400

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Missouri

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Montana

License Title Standard Teacher License, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Montana Office of Public Instruction

Board/Agency Website <https://opi.mt.gov/Educators/Licensure/Educator-Licensure>

Statute/Regulation/Rule Citation MCA 20-4-104

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Completion and verification of the free, online course: An Introduction to Indian Education for All in Montana.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Nebraska

License Title Initial Teaching Certificate, Physical Education (PK-6 or 7-12 or PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

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

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

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

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

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

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

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

005.03A Initial Program Field Experience. These experiences shall range from

candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

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

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

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

Board/Agency Name Nebraska Department of Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Human Relations Training and Special Education Training

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory Nevada

License Title Standard Teacher License or Non-Renewable/Provisional (if testing or coursework deficiencies), Elementary/Middle-Physical Education or Secondary-Physical Education (K-6 or 7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name State of Nevada Department of Education

Board/Agency Website https://doe.nv.gov/Educator_Licensure/

Statute/Regulation/Rule Citation NAC 391.052

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Parental Involvement and Family Engagement (PIFE) course work

You can view a list of approved courses on by going to the Nevada Department of Education Family Engagement Approved Courses page. We DO NOT accept any other courses which are not on the course matrix.

Special Education course work

Three (3) semester credits in a course of study regarding education or curricular adaptation for pupils with disabilities. If you are applying for a Special Education license, an additional course is not required.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory New Hampshire

License Title Initial Certification, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework N.H. Code Admin. R. Ed 507.16

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

(a) To be certified as a physical education teacher, the candidate shall have at least a bachelor's degree.

(b) The department of education shall assess the skills, competencies and knowledge of candidates for certification as physical educators by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(c) A candidate for certification as a physical education teacher shall have the following skills, competencies and knowledge through a combination of academic experiences and demonstrated competency in the following areas:

(1) In the area of scientific and theoretical knowledge:

a. Describe and apply physiological and biomechanical concepts related to:

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

b. Describe and apply motor development theory and principles related to:

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

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

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

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

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

and

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

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

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

1. Fundamental movement;
2. Sports-related;

3. Dance-related; and
 4. Health-related fitness; and
 - b. Demonstrate, or cause to be demonstrated, performance concepts related to skillful movement in a variety of authentic physical activity environments; and
- (3) In the area of pedagogical content knowledge:
- a. Design and implement lesson and unit plans linked to program and instructional goals that support the needs of all students;
 - b. Develop and implement developmentally appropriate, measurable, performance-based goals and objectives aligned with local, state, and/or national standards;
 - c. Plan and implement progressive and sequential content that is aligned to instructional goals and objectives and addresses the diverse needs of all students;
 - d. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives;
 - e. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences;
 - f. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment;
 - g. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment; and
 - h. Demonstrate effective verbal and nonverbal communication that conveys respect and sensitivity.

Supervised Experience (In-Program) Supervised practical experience

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

Board/Agency Name New Hampshire Department of Education

Board/Agency Website <https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing>

Statute/Regulation/Rule Citation N.H. Code Admin. R. Ed 507

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory New Jersey

License Title Instructional Certificate of Eligibility, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Degree Requirement

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

Cumulative GPA Requirement

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

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

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

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

Subject Matter Preparation

- For certification as a Physical Education teacher, current regulations require that applicants complete a minimum of

30 credits in a coherent sequence in the subject field of Physical Education. A coherent sequence requires that at

least 12 credits are completed at the advanced level of study (junior, senior or graduate level). Examples of courses

accepted for physical education include: fundamental skills and exercises, gymnastics, individual sports, dual sports,

team sports, golf, tennis and basketball. Related courses may be accepted depending on the course

description/content. Please provide a course description if a course is not taken from the Physical Education

Department. Courses in pedagogy/education are not accepted towards the subject matter preparation. The final

determination as to which courses will be counted towards the Physical Education subject matter is based on

professional and content standards found in the NJ Licensing Code. All credits must appear on a regionally

accredited 2 or 4 year college/university transcript.

Supervised Experience (In-Program) Supervised clinical practice

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

Agreement

Board/Agency Name State of New Jersey Department of Education

Board/Agency Website <https://www.nj.gov/education/license/>

Statute/Regulation/Rule Citation N.J.A.C. 6A:9B-9

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Physiology and Hygiene Requirement

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

1.) Present evidence of basic military training

2.) Complete a course such as biology, health or nutrition that appears on a regionally accredited 2 or 4-year college/university transcript

3.) Complete an online test. You must have a tracking number and an application on file to take this test. Once

completed, please email us at Licensing.Requests@doe.nj.gov stating that the test has been taken. You will need

to include your name and tracking number in the email.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes Listing of certificates/endorsements:

<https://www.nj.gov/education/certification/certsandtitles/>

Last Reviewed Date 9/25/2023

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

State/Territory New Mexico

License Title Specialty, Physical Education (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Official sealed transcripts reflecting completion of a Bachelor's degree from a regionally accredited college or university; and 24 semester hours in PreK-12 Education program including student teaching; and

3 semester hours in teaching reading for those who first entered any college or university on or after August 1, 2001; and

24 semester hours in teaching field, e.g., language arts, or social studies with 12 of those hours earned at the upper division (generally 300 or above)

Supervised Experience (In-Program) No less than sixteen weeks of student teaching

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

Board/Agency Name New Mexico Public Education Department

Board/Agency Website <https://webnew.ped.state.nm.us/bureaus/licensure/>

Statute/Regulation/Rule Citation N. M. S. A. 1978, § 22-10A;
N.M. Admin. Code 6.60

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory New York

License Title Conditional Initial (1 year) (if hold out-of-state license, edTPA not required) or Initial, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name New York Office of Teaching Initiatives

Board/Agency Website <http://www.highered.nysed.gov/tcert/>

Statute/Regulation/Rule Citation 8 NYCRR 80-5

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

Must License Applicant Hold Private Certification? No

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

Child Abuse Identification and Reporting

Dignity for All Students Act (DASA)

School Violence Prevention and Intervention

Experience (After Graduating/Outside of Program)

Exam(s) Required New York

Notes Requirement lookup tool:

<https://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Resources for course deficiencies:

<https://www.highered.nysed.gov/tcert/cwksatisfyunmetreq.html>

Last Reviewed Date 9/25/2023

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

State/Territory North Carolina

License Title Initial Professional Educator License, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name North Carolina Department of Public Instruction

Board/Agency Website <https://www.dpi.nc.gov/educators/educators-licensure>

Statute/Regulation/Rule Citation N.C.G.S.A. § 115C-270;

16 NCAC 6C.0300

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory North Dakota

License Title Out-of-State Reciprocal or Other State Educator, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name North Dakota Education Standards and Practices Board

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

Statute/Regulation/Rule Citation NDCC 15.1-13

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

Must License Applicant Hold Private Certification? No

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

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

NDAC 67.1-02-02-07

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

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory Northern Mariana Islands
License Title Initial Educator, Basic I, Health and Physical Education (K-12)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? No
Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name Commonwealth of the Northern Mariana Islands State Board of Education
Board/Agency Website <https://www.cnmipss.org/state-boe-certification>
Statute/Regulation/Rule Citation Not available
Must Out-of-State Program Graduate Hold License to Qualify? No
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) To advance to Basic II need:
Multicultural Education/Teaching Linguistically Diverse Students
Teaching Reading
Inclusive Practice for Students with Learning Disability
Instructional Strategies/Classroom Management
Internship or Mentoring Program
Computer Technology

To advance to Standard certificate need:
Secondary Education Endorsement (for Junior and Senior High School Teachers)

Instructional Technology
NMI History/Pacific Institute
Reading Diagnostic
Tests and Measurements
Methods in Content Area
Three (3) Courses in Content Area (9 credits)
Experience (After Graduating/Outside of Program)
Exam(s) Required Praxis
Notes None
Last Reviewed Date 9/28/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Ohio

License Title Two Year Resident Educator, Physical Education (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Ohio Department of Education

Board/Agency Website <https://education.ohio.gov/Topics/Teaching/Licensure>

Statute/Regulation/Rule Citation OAC 3301-24;

R.C. § 3319

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Ohio

Notes Licensure types:

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

Last Reviewed Date 9/25/2023

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

State/Territory Oklahoma

License Title Standard Teaching Certificate, Physical Education/Health/Safety (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Oklahoma State Department of Education

Board/Agency Website <https://sde.ok.gov/teacher-certification>

Statute/Regulation/Rule Citation Okla. Admin. Code 210:20-9

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Oklahoma

Notes None

Last Reviewed Date 9/22/2023

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

State/Territory Oregon

License Title Preliminary Teaching or Reciprocal Teaching (if OR exam requirements are not fulfilled), Physical Education (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Oregon Teacher Standards and Practices Commission

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

Statute/Regulation/Rule Citation OAR 584-200

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Oregon

Notes None

Last Reviewed Date 9/22/2023

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

State/Territory Pennsylvania

License Title Instructional Certificate, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No, if state/territory is party to the NASDTEC Interstate Agreement

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Pennsylvania Department of Education

Board/Agency

Website <https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

Statute/Regulation/Rule Citation 24 P.S. § 12-1206; 22 Pa. Code § 49.171

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/22/2023

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

State/Territory Puerto Rico

License Title Teacher Certificate, Physical Education (K-6 or 7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? No

Board/Agency Name Puerto Rico Department of Education

Board/Agency Website <https://de.pr.gov/>

Statute/Regulation/Rule Citation 18 L.P.R.A. § 260;

P.R. Regs. DE Reg. 7643

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required None found

Notes None

Last Reviewed Date 9/28/2023

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

State/Territory Republic of Palau
License Title None found
Specialized Accreditation Required? N/A
Specialized Accreditation Accepted as Meeting Educational Requirements? N/A
Curriculum Comparison Needed? N/A
Specific Coursework N/A
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name Republic of Palau Ministry of Education Division of Instructional Implementation and Teacher Training
Board/Agency Website <http://moe.epsolutions.pw/>
Statute/Regulation/Rule Citation Not available
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program)
Exam(s) Required N/A
Notes Unable to locate any information about specific subjects/endorsements.
Last Reviewed Date 11/28/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Republic of the Marshall Islands
License Title None found
Specialized Accreditation Required? N/A
Specialized Accreditation Accepted as Meeting Educational Requirements? N/A
Curriculum Comparison Needed? N/A
Specific Coursework N/A
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name Marshall Islands Public School System
Board/Agency Website <https://pss.edu.mh/>
Statute/Regulation/Rule Citation Not available
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program)
Exam(s) Required N/A
Notes Unable to locate any information about specific subjects/endorsements.
Last Reviewed Date 9/28/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Rhode Island

License Title Initial Certificate, Physical Education (PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Rhode Island Department of Education

Board/Agency

Website <https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>

Statute/Regulation/Rule Citation 200-RICR- 20-20

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/22/2023

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

State/Territory South Carolina

License Title Initial Educator Certificate, Physical Education (PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name South Carolina Department of Education

Board/Agency Website <https://ed.sc.gov/educators/certification/>

Statute/Regulation/Rule Citation S.C. Code of Regulations R. 43

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/22/2023

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

State/Territory South Dakota

License Title Initial Certificate, Elementary Physical Education or Secondary Physical Education (K-8 or 5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? No

Board/Agency Name South Dakota Department of Education

Board/Agency Website <https://doe.sd.gov/certification/>

Statute/Regulation/Rule Citation ARSD 24:28

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) South Dakota Indian Studies (SDIS) Course.

If you are a teacher and/or administrator and have not completed and approved SD Indian Studies course, you may be issued a one-year provisional certificate.

ARSD 24:28:16:04

The applicant for reciprocal certification shall complete a minimum of one clock hour of suicide awareness and prevention training to obtain an educator certificate.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

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

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

Last Reviewed Date 9/22/2023

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

State/Territory Tennessee

License Title Practitioner License, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Tennessee Department of Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 11/17/2023

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

State/Territory Texas

License Title Out-of-State One Year Certificate (to complete exams) or Standard Certificate (if exams satisfied), Physical Education (PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Texas Education Agency

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

Statute/Regulation/Rule Citation 19 TAC § 230;

V.T.C.A., Education Code § 21

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Texas

Notes None

Last Reviewed Date 9/16/2023

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

State/Territory U.S. Virgin Islands
License Title None found
Specialized Accreditation Required? N/A
Specialized Accreditation Accepted as Meeting Educational Requirements? N/A
Curriculum Comparison Needed? N/A
Specific Coursework N/A
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name U.S. Virgin Islands Department of Education
Board/Agency Website <https://www.vide.vi/>
Statute/Regulation/Rule Citation 17 V.I.C. § 122;
17 V.I. R. & Regs. § 121-1
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program)
Exam(s) Required N/A
Notes <https://vide.vi/human-resources/568-general-certification-requirements.html>
Last Reviewed Date 9/28/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Utah

License Title Professional License, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Utah State Board of Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/16/2023

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

State/Territory Vermont

License Title Professional Educator License, Physical Education (PK-6 or 7-12 or PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes, if graduate does not first earn out-of-state license

Specific Coursework 5440-08 Physical Education

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

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment. In order for students to achieve these goals, physical Educators should have knowledge and skills in the following domains:

1. Scientific and Theoretical Knowledge--Physical Educators know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Physical Educators will:
 - 1.1. Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical domains and age-appropriate indicators of physical development
 - 1.2. Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically literate individuals. In a variety of educational settings, they will describe and apply:
 - 1.2.1. physiological and biomechanical concepts related to skillful movement, physical activity and fitness
 - 1.2.2. motor development theory
 - 1.2.3. psychological and/or behavioral theory
 - 1.3. Identify historical, philosophical and social perspective of physical education issues and legislation.
 - 1.4. Understand the core tenets of Physical Literacy and demonstrate the scientific and theoretical knowledge, skill-based competence, planning and implementation, and instructional delivery and management to help students achieve physical literacy.
 - 1.5. Recognize and understand the effects of age, gender, class, and size upon

physical activity preferences and participation and create safe spaces for all students to become physically literate.

1.6. Adopt strategies for modifying instruction in order to be sensitive to students' diverse physical abilities, skills, learning styles, and prior experiences.

1.7. Adopt techniques for designing, implementing, adapting, and extending physical education learning experiences to meet the needs of all students.

2. Planning, Implementation, and Assessment--Physical Educators plan, implement, and assess developmentally appropriate, standards-based learning experiences aligned with state and national standards to address the diverse needs of all students. Physical Educators will:

2.1. Design and implement short- and long-term plans that are linked to program and instructional goals, as well as a variety of student needs.

2.2. Develop and implement measurable, developmentally appropriate, performance-based lessons with content, goals and objectives aligned with state learning standards.

2.3. Plan for and manage resources to provide active, fair, equitable, and flexible learning experiences.

2.4. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

2.5. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

2.6. Select or create appropriate assessments that will measure student achievement of goals and objectives.

2.7. Use appropriate assessments to evaluate student learning before, during, and after instruction.

2.8. Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.

3. Instructional Delivery and Management--Physical Educators use effective pedagogical skills and strategies to facilitate development of physical literacy in response to unique and diverse needs. Physical Educators will:

3.1. Demonstrate effective verbal and non-verbal communication skills across a variety of personalized instructional pathways (EQS 2120.2).

3.2. Demonstrate how to connect cross-content concepts and uses differing perspectives and strategies to engage learners in acquisition of transferable skills (e.g. clear and effective communication, creative and practical problem solving, responsible and involved citizen) (EQS 2120.6).

3.3. Provides multiple effective instructional strategies and feedback (peer, self-evaluation, and teacher feedback) for skill acquisition, student learning, and motivation within a multi-tiered system of supports (EQS 2120.1) (EQS 2120.2).

3.4. Creates and adapts a dynamic environment that supports individual and group learning by encouraging positive social interactions and active engagement in learning and self-motivation (EQS 2120.2).

3.5. Implements rules, routines, transitions, and positive behavior management

strategies to create and maintain a safe, inclusive, and effective learning environment.

3.6. Employs technological tools that facilitate learning and assessment of physical education and engage students in practical application of technological tools in the monitoring and improvement of their own Physical Literacy.

4. Professionalism and Leadership--Physical Educators demonstrate dispositions essential to becoming effective professionals. Physical Educators will:

4.1. Demonstrates dispositions/behaviors that all students can become physically literate individuals.

4.2. Demonstrate behaviors that are consistent with the professional best practice as established by SHAPE AMERICA.

5. Skill-Based and Fitness-Based Competence-- Physical Educators are physically literate individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as defined in state standards. Physical Educators will:

5.1. Demonstrate personal competence in motor skills performance for a variety of physical activities and movement patterns.

5.2. Demonstrate performance concepts related to skillful movement in a variety of physical activities.

5.3. Document and reflect upon their own personal fitness and develop a plan to achieve their fitness goals.

6. A minimum of a practicum, or the equivalent, in physical education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in physical education at both the PK-6 and 7-12 instructional levels is required.

7. Current certificates in cardiopulmonary resuscitation (CPR), Automated External Defibrillator (AED), and first aid.

8. REQUIRED TESTING: Praxis II Subject Assessment Physical Education - Test Code 5095.

Supervised Experience (In-Program) A minimum of a practicum, or the equivalent, in physical education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in physical education at both the PK-6 and 7-12 instructional levels is required.

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

Board/Agency Name State of Vermont Agency of Education

Board/Agency Website <https://education.vermont.gov/educator-licensure>

Statute/Regulation/Rule Citation Vt. Admin. Code 7-1-13

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/15/2023

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

State/Territory Virginia

License Title Initial Teacher License, Health and Physical Education (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 8 VAC 20-23-380

Endorsement requirements. The candidate shall have:

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

8 VAC 20-23-190

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

1. Human development and learning (birth through adolescence): 3 semester hours.
 - a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.

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

2. Curriculum and instruction: 3 semester hours.

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

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

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

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

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

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

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

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

3. Assessment of and for learning: 3 semester hours.
 - a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.
 - b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth shall be included.
 - c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.
 - d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.
 - e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as diagnostic, college admission exams, industry certifications, and placement assessments shall be included.
4. Foundations of education and the teaching profession: 3 semester hours.
 - a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.
 - b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.
 - c. Professionalism and ethical standards, as well as personal integrity shall be addressed.
 - d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.
5. Classroom and behavior management: 3 semester hours.
 - a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain

behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.

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

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

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

6. Language and literacy.

a. Adult education, preK-12, and secondary grades 6-12 - literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas.

Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.

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

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

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

writing process and the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

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

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

Supervised Experience (In-Program) A minimum of 10 weeks of successful full-time student teaching

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

Board/Agency Name Virginia Department of Education

Board/Agency Website <https://www.doe.virginia.gov/teaching/licensure/>

Statute/Regulation/Rule Citation 8 VAC 20-23

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

Must License Applicant Hold Private Certification? No

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

Certification of Child Abuse and Neglect Recognition and Intervention Training
Include a copy of the certificate verifying completion of this statutory requirement. Individuals seeking initial licensure must complete study in child abuse and neglect recognition and intervention in accordance with curriculum guidelines approved by the Virginia Board of Education. A training module is

available at no cost.

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

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

Dyslexia Awareness Training

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

Behavior Intervention and Support Training

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

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/15/2023

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

State/Territory Washington

License Title Residency Teacher, Health/Fitness (Preschool-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Washington Office of Superintendent of Public Instruction

Board/Agency Website <https://www.k12.wa.us/certification/teacher-certificate>

Statute/Regulation/Rule Citation WAC 181-79A

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Washington

Notes None

Last Reviewed Date 9/15/2023

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

State/Territory West Virginia

License Title Professional Teaching Certificate, Physical Education (PreK-Adult or 5-Adult or 5-9)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name West Virginia Department of Education

Board/Agency Website <https://wvde.us/certification/certification-info/>

Statute/Regulation/Rule Citation W. Va. Code § 18A-3

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/13/2023

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

State/Territory Wisconsin

License Title Provisional Educator License, Physical Education (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

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

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

Wis. Adm. Code § PI 34.002 Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following: (1) PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils. (2) LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards. (3) LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self--motivation. (4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content. (5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

(7) **PLANNING FOR INSTRUCTION.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross--disciplinary skills, pedagogy, pupils, and pupils' communities. (8) **INSTRUCTIONAL STRATEGIES.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way. (9) **PROFESSIONAL LEARNING AND ETHICAL PRACTICE.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil. (10) **LEADERSHIP AND COLLABORATION.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Supervised Experience (In-Program) Yes, per CAEP/SPA standards

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

Board/Agency Name Wisconsin Department of Public Instruction

Board/Agency Website <https://dpi.wi.gov/licensing>

Statute/Regulation/Rule Citation Wis. Adm. Code § PI 34

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Minority Group Relations - All (AKA Human Relations)

Minority Group Relations - WI American Indian Bands and Tribes

Special Education

Conflict Resolution

Reading and Language Arts Instruction

W.S.A. 118.19 (8) The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state.

(9)(a) Except as provided in par. (b), the state superintendent may not issue an initial teaching license, school district administrator's license or school

administrator's license unless the applicant has demonstrated competency in all of the following:

1. Resolving conflicts between pupils and between pupils and school staff.
2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations, that may arise in school or at activities supervised by a school as a result of conflicts between pupils or between pupils and other persons.

(b) The state superintendent may waive the requirements under par. (a) if the applicant demonstrates competency in the subjects under par. (a)1. to 3. within 12 months after the date on which the license is issued.

(14)(a) Except as provided in par. (b), the department may not issue an initial teaching license that authorizes the holder to teach in grades kindergarten to 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist, unless the applicant has passed an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure. The department shall set the passing cut score on the examination at a level no lower than the level recommended by the developer of the test, based on this state's standards.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/12/2023

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

State/Territory Wyoming

License Title Standard Educator License, Physical Education (K-6 or 5-8 or 6-12 or K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Wyoming Professional Teaching Standards Board

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

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

WY Rules and Regulations 019.0001.4 § 4

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Demonstration of Knowledge through Coursework

Courses which demonstrate knowledge of the U.S. Constitution must cover U.S. History prior to 1865 and include the study of the Constitution. Political Science courses may be counted if the coursework included study of the Constitution. If there are questions about the content of the curriculum, PTSB may require an applicant to submit course descriptions. Graduates from a Wyoming Community College or the University of Wyoming have completed this coursework, however must have passed the course with a "C" or higher.

When submitting your application packet, please highlight the courses which meet the requirements of constitutional study on your official college transcript.

Demonstration of Knowledge through Examination

If you have not completed coursework to meet the requirement of the U.S. and Wyoming Constitution Study, you may demonstrate knowledge through an exam. PTSB has created two multiple-choice exams (20 questions each), which may be taken at any Wyoming school district administration office, or you may request to have our digital exams sent to you via email. To obtain the exam(s) digitally through PTSB, please send an email to wyoptsb@wyo.gov, and be sure to include which exam(s) you will need to take in your email request. Please note that the digital exams are scored automatically. If you do not pass the exam(s), you will need to send another request to wyoptsb@wyo.gov. Please

see the links to the study guides below.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/12/2023

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

IMPORTANT: Information is current as of the date listed. State/Territory boards can change educational and other requirements for licensure from time-to-time through formal legislative or rule-making processes, different board interpretation, or by updating application forms or other publications. The information provided does not, and is not intended to, constitute legal advice; instead, all information, content, and materials provided are for informational purposes only. Risks to the university/college and students, including federal disclosure requirements, should be considered and evaluated with legal counsel prior to communicating licensure information to prospective students and students.

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