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ABSTRACT

This report presents information on three topics for which Congress mandated annual reports starting in 2001. Information comes from state surveys on teacher certification and licensure assessments, teacher candidate pass rates, and waivers of certification or licensure requirements. In 37 states, individuals can qualify for initial certificate or license by earning a bachelor's degree in education or a content area. In 11 states, people must earn degrees in a content area. While 35 states specify course requirements in the field of education, 11 states prescribe specific course requirements above and beyond general program and degree requirements. While 10 states do not require any teacher assessment for initial certification or licensure, 45 states require written assessments. A total of 20 states provide teacher preparation program pass rates on state-required assessments. Some waiver data are required by 45 states. Of the 34 states reporting comparisons between high- and low-poverty districts, 20 indicated that high-poverty districts had higher percentages of teachers with waivers. Four appendixes present: a list of praxis tests, scores, and state cut scores, 1998-99; a list of NES-developed state tests, 1998; teachers with waivers, by state, high- and low-poverty districts, and selected fields; and the questionnaire. (SM)

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The Initial Report of the Secretary on the Quality of Teacher Preparation

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**The Initial Report
of the Secretary on the
Quality of Teacher Preparation**

From the U.S. Secretary of Education, Richard W. Riley

I am pleased to present to you *The Initial Report of the Secretary on the Quality of Teacher Preparation*. Mandated by Title II of the Higher Education Act, this report presents information on assessments and other requirements used by states for teacher certification and licensure; the percentage of prospective teachers passing those assessments; and the use of waivers by states to allow people to teach who have not fully met all state licensure and certification requirements.

I submit this report at a time when it is more important than ever to focus on ensuring high-quality instruction in our classrooms. Many states, higher education institutions, and school districts are working to improve their support for good teaching. However, as the 1996 report of the National Commission on Teaching and America's Future pointed out, much remains to be done.

Our schools will need to hire more than two million teachers in the next decade for classrooms that already face shortages of qualified teachers, particularly in high-poverty communities. Many districts hire teachers on substandard licenses. New teachers often enter classrooms underprepared for the challenges they will face and are given insufficient support in their first years. For teachers in the classrooms, opportunities to strengthen their skills and knowledge remain largely disjointed, unfocused, and unconnected to classroom practice.

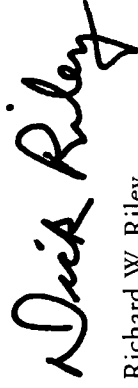
Increasingly, educators, policymakers, and the American public are calling for more attention to the quality of teaching in our classrooms. They know that the best

facilities, the highest standards, and the latest technology will do little good without good teaching. For this reason, the U.S. Department of Education has made investing in teacher quality a priority. This Initial Report is one important piece of that investment.

I share the concern that many have voiced that teacher preparation programs often are not as strong as they need to be and that too often requirements for entry into the teaching profession are weak and laxly enforced. This report will help direct national attention to these concerns and hopefully contribute to the ongoing debate about how we can improve the quality of new teachers.

I am especially pleased to submit this report now because it helps to document the current status of teacher certification and licensure across the nation. By providing information about state requirements for entering the teaching profession, the report helps us begin to measure our progress and to strengthen accountability.

Reporting on our progress is an essential part of our responsibility to you and to the American people. I am optimistic that this report can help us, as a nation, reflect on better ways to get the teachers our children deserve. I hope you find the report useful in this way too.



Richard W. Riley

Acknowledgments

The Initial Report of the Secretary on the Quality of Teacher Preparation was prepared with the assistance of state directors of teacher certification and licensure in 58 states and jurisdictions. Their willingness to provide detailed data on short notice required a great deal of effort and is gratefully acknowledged.

The Office of Postsecondary Education (OPE), in the U.S. Department of Education, was responsible for preparing the report. The Education Statistics Services Institute (ESSI), a contractor to the National Center for Education Statistics (NCES), undertook data collection and report production, through an interagency agreement between OPE and NCES.

The following individuals were members of the ESSI professional team who worked on the report: Shannon Blaney, John Clement, Corey Gibson, Rebecca Greene, Janelle Harvey, Meredith Ludwig, Molly Soule, Elisa Stafford, Anne Taulane, and Lisa Ward. Jennifer Thompson of ESSI's design team shepherded the design and production of the report. Comments made by the Education Department's Professional Development Team, headed by Therese Dozier, were particularly appreciated. Heather Moore in the Office of the Secretary helped prepare the introductory materials. The project was undertaken under the direction of Jay Noell of the Office of Postsecondary Education.

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Executive Summary

Recognizing the growing importance of the quality of teaching in America's schools and the need to prepare a record number of teachers in the coming years, the Congress included a new focus on improving teacher preparation when it reauthorized the Higher Education Act in 1998. Title II of the new law created three Teacher Quality Enhancement Grant programs designed to fund the efforts of states, institutions of higher education, and school districts to strengthen the recruitment, preparation, licensing, and support of new teachers.

Members of Congress wanted to do more than invest federal funds in promising efforts, however. They also included in Title II accountability provisions aimed at providing better information about the quality of teacher preparation, certification, and licensure. Section 207 of Title II requires that states and higher education institutions report on teacher preparation program characteristics, standards and requirements for certification and licensure, including assessments, and alternative routes to teacher certification. Title II also calls for the collection of information on the proportion of teaching candidates passing required assessments ("pass rates"), and the proportion of teachers who are not certified or licensed or who are teaching in a field in which they are not certified or endorsed (teachers on "waivers").

This Initial Report of the Secretary of Education to the Congress is the first in a series of mandated reporting activities. It includes information on three of the nine topics on which the Congress has mandated annual reports starting in the year 2001. The information included in the report is based only on data readily available in the states when surveyed this spring. Each state was required to report only what data and

information it had on hand, using its own definitions and reporting formats. For this reason, the data are incomplete in many cases.

This Initial Report makes clear that states do not have a uniform set of standards for teachers that the public can use to measure the performance of the profession. Therefore, the report provides not a means for making detailed comparisons, but baselines for individual states against which their progress in strengthening standards for teachers can be measured over time.

The Initial Report provides, when available:

- A. A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, that each state uses.
- B. The percentage of teaching candidates who passed each of the assessments that a state uses for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that state from which teaching candidates received their most recent degree.
- C. Information on the extent to which teachers in the state receive waivers of state certification or licensure requirements, including the proportion of these teachers distributed across the high- and low-poverty school districts and across subject areas.

In March 1999, the Office of Postsecondary Education (OPE) in the U.S. Department of Education asked all 50 states, the District of Columbia, Puerto Rico and the insular areas, hereafter referred to collectively as "states," to answer questions about the topics specified above. OPE identified a contact within each state's certification and licensure office. Using a short questionnaire and the state's existing Web-based profile of its requirements, OPE received data from 54 states of the 58 surveyed. Efforts were also made to gather descriptive data about

nonrespondents. In many cases a state's certification and licensure authority did not possess all of the requested information.

Key Findings

States vary widely in their requirements for teacher certification and licensure.

- *High- and Low- Poverty Districts.* Of the 34 states reporting comparisons between high- and low-poverty districts, 20 indicated that their high-poverty school districts had a higher percentage of teachers with waivers.

- *Degree Requirements.* In 37 states, an individual can qualify for the initial certificate or license by earning either a bachelor's degree in education or in a content area. In 11 states, an individual must earn a degree in a content area; in six, an individual must earn a degree in education.
- *Course Requirements.* Thirty-five states specify course requirements in the field of education for the initial certificate or license; 11 states prescribe specific course requirements above and beyond general program and degree requirements, such as a course on the U.S. Constitution; the history of the state; or in a specific subject (*i.e.*, reading, cultural diversity).
- *Period of validity.* The initial certificate or license is typically valid for 5 years (as reported by 29 states). In other states, the period of validity ranges from 1 to 8 years.
- *Assessments.* Ten states do not require any teacher assessments for initial certification or licensure. Forty-five states require written assessments, and two use performance assessments. Three states did not report information on assessments.
- *Pass Rates.* Twenty states provided teacher preparation program pass rates on state-required assessments.
- *Waivers.* Forty-five states reported some waiver data. Thirty-four states reported comparisons between high- and low-poverty districts, and 40 states reported waivers as a percentage of the total number of teachers.

Introduction

The Initial Report of the Secretary on the Quality of Teacher Preparation is part of an effort to inform policymakers, educators, and the public about the ways in which the nation prepares its new teachers. Ensuring that new teachers are ready to meet the challenges of today's classrooms depends on two interrelated factors: the quality of the education provided by institutions of higher education, and the rigor of state-set standards for entry into the profession.

States and institutions of higher education are central to the production of new teachers. Colleges and universities provide the preservice instruction—the postsecondary education and training (both content knowledge and teaching skills) that prepare a prospective teacher to teach—and states set and enforce the requirements for becoming a teacher. Moreover, a state's standards and requirements help shape the curriculum in its higher education institutions. While traditional teacher preparation programs in colleges and universities train most new teachers, a number of “alternative routes” for entry into the profession have emerged in the last 15 years. In a number of states, prospective teachers may gain certification and licensure through university-based fast-track programs, school- or district-based preparation programs, or transcript verification conducted by state certification and licensure authorities.

Recent reports have drawn attention to problems with the quality of the preparation for new teachers. In January 1999, for example, a report from the National Center for Education Statistics, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*, described the responses of new teachers to questions about whether they were prepared to integrate technology into the classroom; meet the needs of diverse students and those with limited English proficiency; address the needs of special education students; and implement curriculum

and performance standards. In each case, fewer than 30 percent of the new teachers reported feeling “very well prepared.”

Findings and recommendations of national commissions and associations concerned with the teaching workforce and with student success have called for significant improvements in teacher preparation and certification. Among their recommendations are:

- More rigorous entry requirements for teacher preparation programs, including mandatory admissions tests, higher student grade point averages, and interviews to screen candidates;
- Longer student teaching internships;
- Additions to the curriculum, such as studies in technology integration, teaching diverse students, and special education;
- A greater focus on student outcomes through the use of performance assessments; and
- Increased rigor and higher “cut scores” on state licensing examinations.

While many people are concerned about the quality of teacher preparation programs and the rigor of licensure requirements, too little information about them exists to draw firm conclusions. There are few national efforts to gather data on the preparation and certification process from the responsible agencies and institutions.

When it reauthorized the Higher Education Act last year, Congress responded to the need for improved teacher preparation and certification in several ways. In the past, the Higher Education Act had authorized numerous small, disjointed grant programs related to teacher quality that were rarely funded. In 1998, Congress eliminated those programs, and in their place created and funded three new competitive grant programs in Title II of the Act that focus on the “front end” of teacher development—on recruitment, preparation, and support for new teachers. In addition, Title II mandates that the

Secretary of Education release annual national and state “report cards” on the quality of teacher preparation and licensure. By October of 2000 and every year thereafter, states must provide annually:

- (1) A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the state.
- (2) The standards and criteria that prospective teachers must meet in order to attain initial teacher certification or licensure and to be certified or licensed to teach particular subjects or in particular grades within the state.
- (3) A description of the extent to which the assessments and requirements described in paragraph (1) are aligned with the state’s standards and assessments for students.
- (4) The percentage of teaching candidates who passed each of the assessments used by the state for teacher certification and licensure, and the passing score on each assessment that determines whether a candidate has passed that assessment.
- (5) The percentage of teaching candidates who passed each of the assessments used by the state for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that state from which the teaching candidate received the candidate’s most recent degree, which shall be made available widely and publicly;
- (6) Information on the extent to which teachers in the state are given waivers of state certification or licensure requirements, including the proportion of such teachers distributed across high- and low-poverty school districts and across subject areas.
- (7) A description of each state’s alternative routes to teacher certification, if any, and the percentage of teachers certified through alternative certification routes who pass state teacher certification or licensure assessments.

- (8) For each state, a description of proposed criteria for assessing the performance of teacher preparation programs within institutions of higher education in the state, including indicators of teaching candidate knowledge and skills.
- (9) Information on the extent to which teachers or prospective teachers in each state are required to take examinations or other assessments of their subject matter knowledge in the area or areas in which the teacher provides instruction, the standards established for passing any such assessments, and the extent to which teachers or prospective teachers are required to receive a passing score on such assessments in order to teach in specific subject areas or grade levels.

The Initial Report

This Initial Report is the first of the Secretary’s reports to Congress mandated in the Higher Education Act. Based on three of the nine items (numbers 1, 5, and 6 above), the report is intended to provide a baseline to measure change over time. The information in the report is limited, however, in three ways. First, the data include only those that states had readily available. Recognizing that states might have difficulty providing data quickly for the report, the Congress provided that states only needed to submit the information currently in their possession. Second, the data do not allow detailed comparisons across states because states used their own definitions in reporting the data. States defined the term “waiver,” for example, in many different ways. Finally, responses were received from most but not all of the states surveyed. Given the variability in the completeness of the data, generalizations cannot be made to all states.

In subsequent months, the Department of Education will be working with institutions of higher education and states to collect data for the first annual report on teacher preparation and licensure in America, due to Congress in

April 2001. The annual reports will present updated data on the three topics addressed in this initial report as well as information on the other six aspects of teacher preparation, certification, and licensure mandated by law.

Unlike this initial report, the annual reports will be prepared using standardized reporting methods. The Congress has directed that states and institutions collect and report data for the subsequent reports using definitions and uniform reporting methods developed by the National Center for Education Statistics (NCES). NCES and OPE are currently preparing those in consultation with states and institutions of higher education. NCES is also developing institutional and state questionnaires that will be part of a manual to help respondents submit timely, accurate, and meaningful data for the annual report cards. Data and information collected in the future using these new procedures will allow for more detailed and precise descriptions of the quality of teacher preparation and certification in the nation.

Report Format

The Initial Report consists of five state-by-state summary tables, followed by the body of the report, which includes 58 individual state profiles. The term “state” refers to the 50 states, the District of Columbia, Puerto Rico, and the various insular areas. A profile was created for each state, regardless of the response and amount of information available.

“How to read” explanations introduce each of the summary tables. A sample state profile explains the information found in the 58 state profiles. Readers will find appendices and a glossary at the end of the report.

The Summary Tables

The summary tables are designed to provide an overall view of the similarities and differences across states in the areas of teacher preparation and certification. Because of the nature of the report, only the most general comparisons can be made accurately.

- Table A describes the degree, course work, and renewal requirements for the initial certificate or license.
- Table B indicates the number and kind of required assessments related to initial certification and licensure.
- Table C addresses the performance of teaching candidates on state-required assessments.
- Table D provides the state-reported waiver data by core academic field and by fields where shortages of credentialled teachers are most likely.
- Table E summarizes the types of certification and license options in states.

The State Profiles

The profile of each state provides information, when available, on the following three topics:

A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the state;

The percentage of teaching candidates who passed each of the assessments used by the state for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that state from which the teaching candidate received the candidate’s most recent degree; and

Information on the extent to which teachers in the state are given waivers of state certification or licensure

requirements, including the proportion of those teachers distributed across high- and low- poverty school districts and across subject areas.

The Appendices and Glossary

Appendices A-D contain detailed information on written assessments, waiver data, and a copy of the initial questionnaire.

Appendix A lists teacher assessments used by states that have been developed by the Educational Testing Service (ETS).

Appendix B lists the teacher assessments, by state, that have been developed by National Evaluation Systems, Inc. (NES).

Appendix C displays waiver data, as reported by states, for high- and low- poverty districts, and also by subject area, grade level, or specialized topic.

Appendix D is a copy of the initial questionnaire.

A glossary of terms used throughout the report and in the state profiles completes the publication.

Report Method: Definition and Data Issues

In order to collect information for this initial report, the Department of Education asked each state to respond to a short questionnaire as well as to verify information drawn from states' Web sites. The questionnaire is attached as appendix D.

The profiles for each state in this report were created based on the information from state responses to the questionnaire and found on the states' Web sites. States were also asked to confirm the accuracy of (or to correct) the data and information contained in this report's profiles.

General information about state assessments was gathered from the Web sites and publications of ETS and NES. These two sources provided the names, test numbers, score ranges, and state passing cut scores for most of the required assessments offered by states. Where no information existed, state respondents were asked to provide the information.

Data on the number of test takers and the proportion passing ("pass rates") for each test offered and taken in the 1997-98 (or most recent) academic year were gathered through the questionnaire. Each state was asked to provide the number of teaching candidates taking and passing each required test. States were instructed that if a candidate took a given test more than once, the result of the last (or most recent) test should be used for purposes of this data collection, starting with the most recent academic year. For tests in which there were fewer than 10 test takers, respondents were given permission to aggregate data for the three most recent academic years.

The questionnaire also requested descriptions of the types of waivers of certification and licensure requirements granted by the state. In most cases, state respondents replied with detailed references from state statutes. These descriptions (abbreviated when possible) are included on each state profile. State respondents were asked to report the numbers of teachers and the number of teachers with waivers, by district and subject matter, using tables of high- and low-poverty districts provided by NCES based on Census data. These waiver data were not uniformly available, according to the survey respondents. Some reported total numbers of waivers aggregated by high- and low-poverty districts, while others reported numbers of teachers with waivers by subject area.

Conclusion

This Initial Report is, by its very nature, incomplete in places because states had little time to provide the requested information. States used their own reporting formats and definitions, therefore detailed comparisons across states are not possible. Nevertheless, the information in the report should be valuable for policymakers and others and should provide a starting point for future data collection.

Perhaps the most important thing this Initial Report does, however, is to demonstrate just how complex the issues surrounding teacher preparation and certification and licensure are. The Secretary of Education hopes that this and the annual Title II reports will further the national conversation about teacher quality and help bring about fundamental improvement in teacher preparation and certification.

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- National Association of State Directors of Teacher Education and Certification (NASDTEC). *The NASDTEC Manual 1998-1999: Manual on the Preparation and Certification of Educational Personnel* (4th edition). Dubuque, Iowa: Kendall-Hunt Publishing Company, 1998.
- The National Commission on Teaching and America's Future. *What Matters Most: Teaching for America's Future*. New York: September 1996.

Summary Data Tables

Certification and licensure requirements fall into three main categories; general degree and program requirements, assessment requirements, and specific additional requirements.

- Degree and program requirements refer to the type of degree obtained at either the bachelor's or graduate level at a postsecondary institution and the prescribed courses and in-school observations and internship activities that are part of a state-approved teacher preparation program;
- Assessment requirements refer to the written tests or other evaluations that teaching candidates must pass before they receive their certificate or license; and
- Additional requirements refer to special courses prescribed by the state over and above the preparation program.

Table A summarizes the certification and licensure requirements and the renewal process for the first credential awarded to newly prepared teachers.

The first three columns in table A summarize differences among states. Thirty-seven states permit satisfaction of degree requirements with either a major in education or in a subject matter area. In 11 states, a degree in a subject area is the entry-level degree to the certificate or license. In six states, a degree in education is required.

If the state requires a degree in a subject matter area, teaching candidates also must fulfill requirements concerning their professional knowledge of teaching. In some states this is accomplished through participation in a state-approved teacher preparation program. This program can be at either the undergraduate or graduate level. Furthermore, satisfying the credit hour requirements may be sufficient. The teaching candidate is not always expected to earn a degree. In some states, the degree and preparation programs are administered by a postsecondary institution; in others, there may be programs located in both institutions and in school districts. Still another way to be certified is to submit a transcript of one's credits in subject matter areas and in professional education to a state authority for

validation and review. Candidates who are certified in another state or country also have procedures to follow to qualify as teachers. Through reciprocity agreements, other credentials may be accepted to meet the criteria for entry into the profession in the state.

Most states can provide a detailed breakdown of these degree and program requirements, but there is some variability across states in how many courses are required per program or degree, what they are called, and when students, in their preparation experience, are required to participate in them.

In addition to the course requirements, special additional course work is frequently identified by the state. These additional requirements for the initial certificate or license reflect particular areas of interest to states, for example, studies of the state's history, the U.S. Constitution, reading instruction, special education, and cultural diversity, or learning style differences.

Table A also reports the number of years for which the initial or first certificate is valid. Twenty-nine states reported a five-year validity period; a 4-year period was reported by two; a 3-year period was reported by 12 states; a 2-year period by five; a 6-year period by five states; a 1-year validity period by two. One respondent state reported an 8-year validity period.

Finally, the specific course work and other requirements needed for renewal of the initial certificate or license are listed. In a few states a stage sequence has been developed to allow teachers to move from their beginning status to a more advanced status. There are specific renewal requirements inherent in developing such a sequence. These requirements are not listed in the state profiles or in the summary tables, however, because the focus of this report is the first certificate or license. The information about renewal and advanced certificates is generally available on the state Web sites, whose URL, or Web address, is found on the first page of each state profile.

Table A. Summary of Requirements for Initial Teacher Certification and Licensure by State: 1998

State	A Bachelor's Degree Accepted In*		Credit-Hour or Course Requirements in the Preparation Program Specified	Additional Course Requirements Specified	Years Valid	Requirements for the Renewal of Initial Certificate or License
	Education	Subject Area				
Alabama	Yes	Yes	No	No	5	Three years of satisfactory educational experience and either 5 allowable Continuing Education Units (CEUs) or 50 clock hours of professional development.
Alaska	Yes	Yes	Yes	Three semester hours of approved Alaska studies and 3 semester hours of approved multicultural education/cross-cultural communications.	5	Six semester hours or 9 quarter hours of credit earned since the issue date of the certificate due to expire; at least three of the 6 semester hours must be upper division or graduate level.
Arizona	Yes	Yes	Yes	Course work in the study of the Arizona and U.S. Constitutions	6	One hundred and eighty hours of professional development activities taken during the valid period of the certificate (for certificates originally issued or last renewed on or after July 1, 1997).
Arkansas	Yes	Yes	Yes	No	2	Two years of teaching within the previous six years; as of January 1, 2002, licenses are renewable every five years, based on approved professional development activities.
California	No	Yes	Yes	Two semester units or three quarter units in the provisions and principles of the United States Constitution or passage of an examination in the subject given by a regionally accredited community college, college, or university.	5	Obtaining the Professional Clear Credential requires the following: A formal recommendation from an institution with a state-approved teacher preparation program; completion of a fifth year of study; completion of a course work requirement in Health Education, Special Education, and Computer Education. Developing English Language Skills, including fulfillment of a reading requirement, by successful completion of a comprehensive reading instruction course that includes the systematic study of phonemic awareness, phonics, and decoding; literature, language and comprehension; and diagnostic and early intervention techniques. Course work may be substituted for written assessments.
Colorado	Yes	Yes	No	No	3	A Provisional License may be renewed for three years if the holder has been unable to complete an approved induction program for reasons other than incompetence. Renewal requires completion of a minimum of 6 semester or 9 quarter hours of credit.
Connecticut	No	Yes	Yes	No	3	To obtain a Provisional Educator certificate, applicants must complete ten months of successful experience under the initial educator certificate and successfully complete a performance assessment program for beginning teachers.
Delaware	Yes	Yes	No	No	5	Three years of experience within the most recent 5-year period.

* Out-of-state candidates may earn certification without meeting this requirement, based on a reciprocity agreement. Similar exceptions exist for candidates who earn credentials in a non-U.S. institution of higher education.

MORE TABLE A ...



Table A. Summary of Requirements for Initial Teacher Certification and Licensure by State: 1998, cont'd.

State	A Bachelor's Degree Accepted In		Credit-Hour or Course Requirements in the Preparation Program Specified	Additional Course Requirements Specified	Years Valid	Requirements for the Renewal of Initial Certificate or License
	Education	Subject Area				
Delaware, cont'd.						The initial certificate is valid for 5 fiscal years and is renewed upon expiration provided the employee shall have been employed, full-time, for at least 3 school years during the aforesaid 5-year term, in the type of position for which the certificate was issued.
District of Columbia	Yes	Yes	No	No	5	Renewable with 6 semester hours of specified credit.
Florida	Yes	Yes	Yes	No	2	Fulfillment of the recency of college credit or teaching experience requirement and successful completion of an approved Florida Professional Orientation Program.
Georgia	Yes	Yes	Yes	Course work in special education is required for all teaching fields. Course work in the teaching of reading is required for Elementary Education, Early Childhood Education, Middle Grades, Mental Retardation, Learning Disabilities, Behavior Disorders, Interrelated Special Education/Early Childhood, and English.	5	Completion of 10 quarter hours of the appropriate renewal credit. All special Georgia requirements must be met if not previously satisfied.
Hawaii	Yes	Yes	Yes	No	5	Continued satisfaction of the standards established by the Hawaii Teacher Standards Board.
Idaho	Yes	Yes	Yes	No	5	Completion of at least 6 semester credit hours (9 quarter hours) within the validity period of the credential being renewed. This includes up to three equivalency credits (45 clock hours) of methodological foundations. In-service participation may apply toward the total requirement of six semester credits. Continuing Education Units are not accepted.
Illinois	Yes	Yes	No	No	5	One-hundred and eighty Continuing Professional Development Units (CPDUs) or 24 Continuing Education Units (CEUs).
Indiana	Yes	No	No	No	5	Completion of 6 semester hours (undergraduate or graduate) of approved college course work every 5 years. Renewal course work must be taken in one's certification major, certification minor, or professional education. Continuing Renewal Units (CRUs) may be applied toward license renewal only after earning a master's degree or after the completion of 36 semester

MORE TABLE A ...



Table A. Summary of Requirements for Initial Teacher Certification and Licensure by State: 1998, cont'd.

State	A Bachelor's Degree Accepted In		Credit-Hour or Course Requirements in the Preparation Program Specified	Additional Course Requirements Specified	Years Valid	Requirements for the Renewal of Initial Certificate or License
	Education	Subject Area				
Indiana, cont'd.						hours beyond the bachelor's degree of approved academic credit. Ninety CRU's are required for a 5-year renewal.
Iowa	No	Yes	Yes	Completion of an approved human relations component.	5	Six semester hours every 5 years.
Kansas	No	Yes	No	No	3	A 2-hour (or more) survey course in the study of the exceptional child. Verification of 2 or more years of accredited experience during the validity of the 3-year Kansas certificate and within the 6-year period prior to application. Recommendation by an administrator of the school district in which the applicant is employed.
Kentucky	Yes	Yes	No	No	5	Three years of successful teaching experience or 6 semester hours of additional graduate credit.
Louisiana	Yes	No	No	No	5	Successful completion of an individualized professional assistance and assessment program.
Maine	No	Yes	Yes	No	5	Completion of 6 credits (or the equivalent) of approved study taken the lifetime of the certificate, and a positive recommendation of the local certification support system.
Maryland	Yes	Yes	Yes	Additional Reading content requirements: <i>Early Childhood/Elementary:</i> 12 semester hours in the following content: Processes and Acquisition of Reading, Instruction of Reading, Materials for Teaching Reading, and Assessment for Reading Instruction <i>Secondary or K-12:</i> 6 semester hours in the following content: Methods of Teaching Reading in the Secondary Content Area, Part 1, Methods of Teaching Reading in the Secondary Content Area, Part 2	3	The Standard Professional Certificate I (SPC I) may be renewed only one time at the request of a local superintendent for an applicant who completes six semester hours of acceptable credits but does not meet the experience requirement (3 years satisfactory professional experience, 2 consecutive) for the SPC II.
Massachusetts	No	Yes	Yes	No	5	Educators must qualify for the standard certificate at the end of the 5-year validity period of the provisional certificate with advanced standing with the following: graduate-level content studies, graduate-level studies in pedagogy, graduate-level pedagogical content studies, an applied research project, and a 400-hour clinical experience.

MORE TABLE A ...

Table A. Summary of Requirements for Initial Teacher Certification and Licensure by State: 1998, cont'd.

State	A Bachelor's Degree Accepted In		Credit-Hour or Course Requirements in the Preparation Program Specified	Additional Course Requirements Specified	Years Valid	Requirements for the Renewal of Initial Certificate or License
	Education	Subject Area				
Michigan	Yes	Yes	Yes	Elementary: 6 semester hours in the teaching of reading Secondary: 3 semester hours in the teaching of reading.	6	Completion of the 18-semester hour planned program since the issuance of the provisional certificate or a master's degree or higher at any time. The first renewal requires the completion of 10 semester hours of the 18-semester hour planned program. The second renewal requires completion of the 18-semester hour planned program. Additional three-year renewals require the completion of all the academic requirements for the Professional Education Certification, the sponsorship of a public or private school district, and the approval of the Michigan Department of Education.
Minnesota	Yes	No	Yes	Minnesota Human Relations Program	2	One year of teaching experience; continuing licenses may be renewed for five years upon completion of 125 clock hours of continuing education.
Mississippi	Yes	No	No	No	5	Ten continuing education units (CEUs) in a content or job/skill related area; or 3 semester hours in content or job/skill related areas and five continuing education units in content or job/skill related areas; or 6 semester hours in content or job/skill related area ; or completion of the National Board of Professional Teaching Standards process.
Missouri	Yes	Yes	Yes	No	3	Participation in an entry-year mentor program; development and implementation of a professional development plan; completion of 30 clock hours of in-service training; participation in a performance-based teacher evaluation; participation in beginning-teacher assistance program; complete 3 years of approved teaching experience. (If requirements cannot be met, an extension or reissue may be granted.)
Montana	Yes	Yes	Yes	No	5	Complete the equivalent of four semester credits of continuing education, plus a minimum of 1 year of successful teaching experience, within the valid period of certification.
Nebraska	Yes	Yes	Yes	Human Relations Training and Achievement of Special Education Competencies	5	Teaching experience for 2 consecutive years, half-time or more, within the same school system in the past 5 years, or completion of at least 6 semester hours of approved credit (within 3 years of the date of application).
Nevada	Yes	Yes	Yes	No	3	Six semester hours of credit or the equivalent during the term of license.
New Hampshire	Yes	Yes	No	No	3	All employed certified educators with the exception of superintendents must renew their credentials through their district or school administrative unit staff development committee. All nonemployed certified educators must renew their credentials directly with the Bureau of Credentialing.

MORE TABLE A ...



Table A. Summary of Requirements for Initial Teacher Certification and Licensure by State: 1998, cont'd.

State	A Bachelor's Degree Accepted In		Credit-Hour or Course Requirements in the Preparation Program Specified	Additional Course Requirements Specified	Years Valid	Requirements for the Renewal of Initial Certificate or License
	Education	Subject Area				
New Jersey	No	Yes	Yes	No	5	Each active teacher shall be required to complete 100 clock hours of state-approved continuing professional development and/or inservice every five years. The content of each teacher's continuing education shall be specified in a Professional Improvement Plan or in the evaluation process of applicable non-public school that: 1) meets common state standards for continuing education established by the Commissioner of Education; and 2) meets common standards for the content of state-required continuing education emphasizing but not be limited to, knowledge and skills essential to achieve the Core Curriculum Content Standards, as they have been adopted by the State Board of Education. The 100-hour requirement may be satisfied through a combination of various state-approved experiences, as recommended by the Professional Teaching Standards Board and approved by the Commissioner of Education. <i>(These requirements are being phased in between January 1, 2000 and January 1, 2005.)</i>
New Mexico	Yes	Yes	Yes	No	3	Satisfactory demonstration of the State Board of Education approved competencies. Adherence to a Professional Development Plan (PDP) that is developed, implemented and monitored at the local level. With the exception of earning a master's degree, to be eligible for the optional level 3A license, teachers are not required to earn additional college or workshop credit for licensure renewal. Additional credit, however, may be required as part of a PDP for continuing employment.
New York	Yes	Yes	Yes	Child Abuse Workshop: Applicants for provisional or permanent certification for administrative and supervisory service, classroom teaching service or school service are required to complete 2 clock hours of course work or training regarding the identification and reporting of suspected child abuse or maltreatment.	5	Successful completion of one-year supervised internship or 2 years of teaching experience, plus a master's degree and two additional assessments: Content Specialty Test and Assessment of Teaching Skills-Performance.
North Carolina	No	Yes	No	No	5	Minimum of 150 hours (15 renewal credits) of professional development, documented in an Individual Growth Plan, and implemented within a 5-year period. The plan should be focused on one's licensure area or job responsibility; be aligned to the State Board of Education's strategic priorities; address the school or district's strategic priorities and improvement plan; address the appropriate job-specific performance standards; and develop technology competence that is aligned to technology standards adopted by the State Board of Education. One renewal credit is earned for each year of full-time teaching completed during the 5-year renewal period.

MORE TABLE A ...

Table A. Summary of Requirements for Initial Teacher Certification and Licensure by State: 1998, cont'd.

State	A Bachelor's Degree Accepted In		Credit-Hour or Course Requirements in the Preparation Program Specified	Additional Course Requirements Specified	Years Valid	Requirements for the Renewal of Initial Certificate or License
	Education	Subject Area				
North Dakota	Yes	Yes	Yes	No	5	Four semester hours of specified credit every 5 years.
Ohio	Yes	Yes	Yes	A minimum of 6 semester hours in the teaching of reading, including at least one separate 3-semester hour course in the teaching of phonics, for the early childhood and middle childhood licenses.	2	Three semester hours of course work relevant to classroom teaching and/or the area of specialization since last issuance.
Oklahoma	Yes	Yes	Yes		1	Teaching experience, college course work, professional development points, or a combination of the above. <i>[Oklahoma teacher preparation is in the midst of change from a course-based system to a competency-based system.]</i>
Oregon	Yes	No	Yes	No	3	One year of full-time teaching or nine additional college credits in the past 3 years. Beginning in January 2002, educators will be required to document completion of 125 Continuing Professional Development Units (CPDU) as well as recent experience.
Pennsylvania	Yes	Yes	No	No	6	Level I is the initial license. Must obtain the Level II certificate before the Level I certificate expires. A minimum of 3 years of satisfactory service (minimally half-time in Pennsylvania in an appropriate certified position on a Pennsylvania Level I certificate) is required. Other requirements for Level II certification depend on the type of Level I certificate and the year it was issued.
Rhode Island	Yes	Yes	No	No	3	Initial certification in Rhode Island provides for the issuance of a 3-year provisional certificate that requires the completion of six credits for renewal. Experienced educators having 3 years of teaching experience in Rhode Island are granted a 5-year professional certificate that requires the completion of nine credits every 5 years.
South Carolina	Yes	Yes	No	No	5	Six semester hours of appropriate credit. A minimum of 3 semester hours must be earned in specific content or teaching methods of an area in which the individual is certified.
South Dakota	Yes	Yes	Yes	No	5	Six semester hours of continuing education or other experiences.
Tennessee	Yes	Yes	Yes	No	5	Three years teaching experience and a positive local evaluation to advance to the Professional Teacher License. If the license is not used for 3 years in a Tennessee public school, renewal is granted after taking one junior, senior, or graduate level course in a current area of endorsement or in professional education with a grade of "B" or above at an accredited university.

MORE TABLE A ...

Table A. Summary of Requirements for Initial Teacher Certification and Licensure by State: 1998, cont'd.

State	A Bachelor's Degree Accepted In		Credit-Hour or Course Requirements in the Preparation Program Specified	Additional Course Requirements Specified	Years Valid	Requirements for the Renewal of Initial Certificate or License
	Education	Subject Area				
Texas	No	Yes	Yes	No	5	To be eligible for renewal, an educator must satisfy continuing professional education requirements relating to the number and content of required continuing professional education hours; must not be a defendant in a formal disciplinary action; and must not be in default on a guaranteed student loan.
Utah	Yes	No	No	No	4	Teacher certificates are automatically renewed for practicing teachers.
Vermont	Yes	Yes	No	No	2	Level 1 Renewal: Current teachers must seek recommendation for license or endorsement renewals (with 2 years of practice) from their local or regional standards board. Those not currently teaching must apply to the Licensing Office of the Department of Education.
Virginia	No	Yes	No	No	5	Completion of 180 professional development points within a 5-year validity period based on an individualized professional development plan. Professional development points can be accrued by the completion of activities such as: college credit, professional conference, peer observation, educational travel, curriculum development, publication of article or book, mentorship/supervision, educational project, and employing educational agency professional development activity. A minimum of 90 points (3 semester hours in a content area) in the license holder's endorsement area or areas shall be required of license holders without a master's degree and may be satisfied at the undergraduate or graduate level. Special education course work designed to assist classroom teachers and other school personnel in working with students with disabilities, a course in gifted education, educational technology, or English as a Second Language may be completed to satisfy the content course requirement for one cycle of the renewal process. Professional development activities designed to support the Virginia Standards of Learning, Standards of Accreditation, and Assessments may be accepted in lieu of the content course for one renewal cycle.
Washington	Yes	Yes	Yes	No	4	Must have completed all course work requirements for the continuing certificate or must have completed 15 quarter hours (10 semester hours) of study since the issuance of the most recent initial certificate.
West Virginia	Yes	Yes	No	No	3	Six semester hours of appropriate renewal credit must have been completed subsequent to the issuance of the certificate being renewed and within the 5-year period immediately preceding the date of application. The county designee must give prior approval for course work used to renew the Professional Certificate.

MORE TABLE A ...



Table A. Summary of Requirements for Initial Teacher Certification and Licensure by State: 1998, cont'd.

State	A Bachelor's Degree Accepted In		Credit-Hour or Course Requirements in the Preparation Program Specified	Additional Course Requirements Specified	Years Valid	Requirements for the Renewal of Initial Certificate or License
	Education	Subject Area				
Wisconsin	Yes	Yes	Yes	No	5	Six semester credits earned during the past 5 years at an accredited college or university or in Department of Public Instruction-approved Equivalency Clock Hours (ECH) activities.
Wyoming	Yes	Yes	Yes	No	5	Any combination of the following: graduate or undergraduate work from an approved program at an accredited institution of higher learning; successful completion of workshops for in-service credit or local staff development programs approved by the Professional Teaching Standards Board; or Continuing Education Units, Professional Growth Activities and Individual Professional Development Programs, if approved.
American Samoa	No data	No data	No data	No data	8	Successful yearly teaching evaluation, the completion of an additional 6 semester hours of college courses or the equivalent of 15 Department approved "B" credits, and the completion of course requirements, and 8 years of teaching experience.
Department of Defense Education Activity (DoDEA)	No	Yes	Yes	No	6	Six semester credits every 6 years—3 of which must apply to the current teaching area.
Federated States of Micronesia	No data	No data	No data	No data	No data	No data
Guam	Yes	Yes	Yes	No	No data	Six semester hours, 18 continuing education units, or a combination of the two.
Northern Mariana Islands ¹	Unspec.	Unspec.	No	No	1	No formal renewal procedure is specified, beyond a requirement for renewal.
Puerto Rico	Yes	Yes	Yes	Yes	6	Renewal requires certification of mental and physical health and also lack of criminal offenses.
Virgin Islands	No data	No data	No data	No data	3	Must renew certificate after 3 years teaching or 2 years absence by attending refresher courses, conferences, workshops, and/or seminars.

¹ Requirement is a Bachelor's degree or above, but the subject area or specialization is not specified.

How to Read Table B: Summary of Assessments Offered for Initial Teacher Certification and Licensure by State: 1998

Table B reports the types of teacher assessments required by states. Written assessments for teaching candidates can be organized into four categories: basic skills; professional knowledge of teaching; subject area or content knowledge and pedagogy; and specialized assessments. Forty-five states require some kind of written assessments as part of the certification and licensure process. In 10 states, no assessments are required and for three, no information was obtained. In addition, two states use performance assessments.

States that require written or performance assessments, however, under some conditions allow teaching candidates to substitute experience or other credentials for the assessment. Since this condition exists, the Initial Report refers to "assessments offered," rather than "assessments required." This term indicates that assessments are part of the certification and licensure process, but may not be required for all candidates and will not necessarily be taken by all candidates.

Table B contains the following information:

- An identification of the states from which assessment information was not obtained in the initial questionnaire;
- An identification of the states that do not currently require any standardized assessments;
- The number of assessments offered by each state;
- The assessment categories in which written assessments are offered—basic skills, professional knowledge of teaching, subject matter knowledge, and other (specialized assessments); and
- The performance assessments that are used by specific states.

The number of assessments developed and used for basic skills and professional knowledge of teaching do not fluctuate as much from state to state as do the required subject matter assessments. The state profiles list each assessment in all areas as reported by state respondents and the source or developer of the assessment. It is important to note that states offer and require many more tests than individuals may take in one academic year. The number of assessments taken in any given year represents the potential number of candidates for teaching certificates or licenses at a specific level or in an area of specialization.

The information for table B was taken from the Web sites and materials of the two major organizations that create tests for teacher certification and

licensure: the Educational Testing Service (ETS) and National Evaluation Systems, Inc. (NES). Respondents were then asked to verify this information. The ETS series is called Praxis. The ETS Praxis basic skills test has been created in both written and computer-based modes. In some states, teaching candidates have the option to be tested in either mode. In states where both modes exist, all portions of both kinds of tests have been counted as part of the total number of assessments offered. The NES series of tests are customized for each participating state and are titled by the state that uses the tests. In appendices A and B, a complete list of tests offered by both of these organizations is found, along with the cut scores (minimum scores for passing) that states establish for their test takers.

Assessments Offered Across States: 1998*

Assessments, by Type	Number of States
States Offering (Any) Written Assessments	45
States Offering No Assessments	10
States Not Reporting	3
Written Assessments in Basic Skills	41
Written Assessments in Professional Knowledge of Teaching	31
... at the Elementary level	27
... at the Middle School level	29
... at the Secondary level	29
... the same assessment at all levels	11
Written Assessments in Subject Areas	31
Written Assessments in Special Education	27
Written Assessments in Early Childhood Education	23
Written Assessments in Reading	15
States Requiring Performance Assessments (i.e., classroom observation or portfolios)	2

* Fifty-eight states were surveyed. "States," for the purposes of this report, refers to the 50 states, the District of Columbia, Puerto Rico, and the various insular areas.

Assessments as requirements for entry into the profession are commonly used by states for a variety of professions. In some, like law, accountancy, and medicine, new professionals must complete all course work and internship activities before sitting for these exams.

Teaching candidates, unlike new accountants or lawyers, may take standardized assessments at different points in their educational careers. In fact, in some states, assessments are used as formative evaluation instruments to assess the knowledge and abilities of students coming in to a teacher preparation program and the growth in their knowledge and abilities when they leave it. In some states, the passing of basic skills tests is a requirement of acceptance into a program. Also, teaching candidates choose when to take

professional knowledge and content area and specialization exams and may take these more than once. This test-taking behavior may be distributed throughout the participation in a preparation program, whether the program is undergraduate or graduate in level and whether it is administered by a university or a school district. Thus there is much more variability among the population of test takers for the teacher assessments than there is for similar assessments in the fields of law or accountancy, for example.

ETS has provided the following distribution to illustrate the variability among test takers regarding the points at which teacher assessments are taken. This is a sample of field data collected by ETS. It is not intended to profile all subject or skill areas.

Educational Level of ETS Praxis Examinees: 1997-1998

Examination

Educational Level at the time of the exam	Pre-Professional						Subject Areas							
	Reading		Writing		Mathematics		Professional Knowledge of Teaching		English Language Arts		Math		Social Studies	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Total	37,624	100.0	42,372	100.0	43,578	100.0	55,518	100.0	4,204	100.0	2,743	100.0	4,336	100.0
Fresh/Soph	16,365	43.5	16,516	39.0	16,436	37.7	803	1.4	9	0.2	7	0.3	15	0.3
Junior	8,562	22.8	8,822	20.8	9,017	20.7	4,686	8.4	162	3.9	126	4.6	128	3.0
Senior	5,376	14.3	6,089	14.4	6,547	15.0	22,321	40.2	1,061	25.2	755	27.5	1,049	24.2
Post-B.A.	6,038	16.0	9,616	22.7	10,138	23.3	25,946	46.7	2,771	65.9	1,722	62.8	2,932	67.6
Not reported	1,283	3.4	1,329	3.1	1,440	3.3	1,762	3.2	201	4.8	133	4.8	212	4.9

Table B. Summary of Assessments Offered for Initial Teacher Certification and Licensure by State: 1998

State	Data not obtained	No assessments required	Number of written tests offered*	Written Tests										Performance Tests		
				Basic Skills			Professional Knowledge of Teaching			Subject	Other			Portfolios Observation	Classroom	
				Elementary	Middle Grades	Secondary	Special Ed.	Early Ch. Ed.	Reading							
Alabama		X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Alaska			6	Yes	No	No	No	No	No	No	No	No	No	No	No	No
Arizona			32	Yes	Yes-same test	Yes-same test	Yes-same test	Yes	Yes	Yes	Yes	Yes	No	No	No	No
Arkansas			51	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
California			51	Yes	Yes-same test	Yes-same test	Yes-same test	Yes	Yes	Yes	Yes	No	Yes	No	No	No
Colorado			41	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Connecticut			42	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Delaware			11	Yes	No	No	No	No	No	No	No	No	No	No	No	No
District of Columbia			30	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No
Florida			66	Yes	Yes-same test	Yes-same test	Yes-same test	Yes	Yes	Yes	Yes	Yes	No	No	No	No
Georgia			51	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Hawaii			42	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
Idaho		X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Illinois			45	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Indiana			35	Yes	Yes-same test	Yes-same test	Yes-same test	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Iowa		X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Kansas			4	Yes	Yes-same test	Yes-same test	Yes-same test	No	No	No	No	No	No	No	No	No
Kentucky			50	Yes	Yes-same test	Yes-same test	Yes-same test	Yes	Yes	Yes	Yes	Yes	No	No	No	No
Louisiana			26	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No
Maine			8	Yes	No	No	No	No	No	No	No	No	No	No	No	No
Maryland			42	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Massachusetts			44	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Michigan			75	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No
Minnesota			6	Yes	No	No	No	No	No	No	No	No	No	No	No	No

MORE TABLE B ...



Table B. Summary of Assessments Offered for Initial Teacher Certification and Licensure by State: 1998, cont'd.

State	Data not obtained	No assessments required	Number of written tests offered*	Basic Skills	Written Tests				Performance Tests					
					Professional Knowledge of Teaching				Subject	Other			Portfolios Observation	Classroom
					Elementary	Middle Grades	Secondary	Yes		Special Ed.	Early Ch. Ed.	Reading		
Mississippi			36	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No
Missouri			32	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Montana			6	Yes	No	No	No	No	No	No	No	No	No	No
Nebraska			7	Yes	No	No	No	No	No	No	No	No	No	No
Nevada			47	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No
New Hampshire			6	Yes	No	No	No	No	No	No	No	No	No	No
New Jersey			21	No	No	No	No	No	Yes	No	No	Yes	No	No
New Mexico			6	Yes	Yes-same test	Yes-same test	Yes-same test	Yes-same test	No	No	No	No	No	No
New York			28	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	No
North Carolina			57	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No
North Dakota		X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ohio			39	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Oklahoma			42	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Oregon			64	Yes	Yes-same test	Yes-same test	Yes-same test	Yes-same test	Yes	Yes	Yes	No	No	No
Pennsylvania			45	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Rhode Island			3	Yes	Yes-same test	Yes-same test	Yes-same test	Yes-same test	No	No	No	No	No	No
South Carolina			29	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
South Dakota		X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Tennessee			65	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Texas			60	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Utah		X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Vermont		X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virginia			32	Yes	No	No	No	No	Yes	Yes	Yes	No	No	No
Washington		X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

MORE TABLE B ...



Table B. Summary of Assessments Offered for Initial Teacher Certification and Licensure by State: 1998, cont'd.

State	Data not obtained	No assessments required	Number of written tests offered*	Written Tests						Performance Tests					
				Basic Skills			Professional Knowledge of Teaching			Subject	Other			Portfolios Observation	Classroom
				Elementary	Middle Grades	Secondary	Elementary	Middle Grades	Secondary		Special Ed.	Early Ch. Ed.	Reading		
West Virginia			49	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	
Wisconsin			6	Yes	No	No	No	No	No	No	No	No	No	No	
Wyoming		X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
American Samoa	X		not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	
Department of Defense Education Activity			7	Yes	Yes-same test	Yes-same test	Yes-same test	Yes-same test	No	No	No	No	No	No	
Federated States of Micronesia	X		not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	
Guam			1	Yes	No	No	No	No	No	No	No	No	No	No	
Northern Mariana Islands		X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Puerto Rico			2	Yes	Yes-same test	Yes-same test	Yes-same test	Yes-same test	No	No	No	No	No	No	
Virgin Islands	X		not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	not obtained	

* The number of tests offered as reported by the state. All offered tests are not taken every year.

NA= Not Applicable

How to Read Table C: Summary of Pass Rates for Initial Teacher Certification and Licensure Written Tests by State: 1998

Table C contains data collected from state certification and licensure authorities regarding pass rates on teacher assessments. The Title II reporting requirements specify that states should report the proportion of their teaching candidates passing state-required assessments by preparation program. While it was expected that most states would have pass rate data from testing companies, the collection for the Initial Report indicated these data were not readily available in every state.

Table C reports the following:

- The existence of assessment requirements on teaching candidates;
- The availability of pass rate data from respondents;
- The number of teacher preparation programs (as reported by the respondents);
- The availability of overall pass rates for all programs; and
- The availability of pass rate data by program.

As required by Title II, each reported assessment pass rate was ranked across all programs where 10 or more test takers participated in that assessment. The rankings are shown on each state profile where detailed data were reported. The rankings were done in strict numerical order. It is important to note that, in states with many teacher preparation programs, there can be many ties in pass rates, and therefore small differences in pass rates can lead to large differences in rank. Considering the restrictions regarding numbers

of test takers and reporting of pass rates and the fact that every program does not have test takers in all assessment categories, it would be inappropriate to make any general statements about the relationship between program characteristics and program pass rates. Similarly, no top ranking programs should be compared across states. This is particularly important because each state sets its own "cut score" or minimum score that test takers must attain to pass.

In addition, this section contains three graphs to illustrate the variation among states' cut scores. ETS has provided data for the PPST, Professional Knowledge Test, and a sampling of content matter tests. Not all states use ETS Praxis tests, therefore these graphs simply illustrate the variability that does exist for a few of the many Praxis tests that states require or offer.

The graphs have columns of data displaying national scores as well as minimum passing scores for each state. The first column distributes national percentages. The middle column lists the national score associated with particular percentages. For example, in graph 1, the PPST: Reading graph, the score 172 is found at the 20th percentile. The reader should note that, of the entire population of PPST: Reading test takers, only 20% of test takers earned a score of 172 or lower. The third column displays the minimum passing score for each state, distributed among the percentiles. For example, to pass the PPST: Reading in the District of Columbia, Florida, Georgia, Nevada, and West Virginia the test taker must earn a score of 172 or higher.

Graph 1.—State Minimum Passing Scores on the ETS Praxis Pre-Professional Skills Tests (PPST), by Score Percentile: 1997-1998

PPST: Reading			PPST: Writing			PPST: Mathematics		
Natl %	Natl Score	Min. Pass. Score	Natl %	Natl Score	Min. Pass. Score	Natl %	Natl Score	Min. Pass. Score
100	190		100	190		100	190	
80	183		80	179		80	184	
60	180		60	176	VA	60	180	
40	177	VA	40	174	WI, DoDEA, USVI	40	175	VA HI FL, OR, DoDEA DE, KS GA, KY, NC, WI
20	172	DoDEA NC DE, HI, WI, USVI NH, OR KS, KY, ME, MN DC, FL, GA, NV, WV AR, MS, MT, NE TN	20	171	DE, NC GA, KS, KY, MD, MN, MS, NE, NV AR, DC, FL, HI, OR, WV MT ME	20	169	AR, MN, MS, TN
0	100		0	100		0	100	
Min. Observed Score = 152; Max. = 188 Median Score (50%) = 178			Min. Observed Score = 151; Max. = 190 Median Score (50%) = 175			Min. Observed Score = 150; Max. = 190 Median Score (50%) = 178		

Graph 2.—State Minimum Passing Scores on the ETS Praxis Content Area Tests, by Score Percentile: 1997-1998

English/Language Arts, Content Knowl.			Mathematics, Content Knowledge			Social Studies, Content Knowledge		
Nat'l %	Nat'l Score	Min. Pass. Score	Nat'l %	Nat'l Score	Min. Pass. Score	Nat'l %	Nat'l Score	Min. Pass. Score
100	200		100	200		100	200	
80	190		80	157	147	80	180	
60	181		60	144	141 137 136	60	172	
40	172	172	40	134	133 130 127 124	40	162	162
20	162	158 ...	20	121	127 124	20	153	154 153
0	100	200	0	100	100	0	100	100
Min. Observed Score = 100; Max. = 200 Median Score (50%) = 176			Min. Observed Score = 100; Max. = 200 Median Score (50%) = 139			Min. Observed Score = 106; Max. = 200 Median Score (50%) = 166		

Graph 3.—State Minimum Passing Scores on the ETS Praxis Professional Knowledge Test, by Score Percentile: 1997-1998

Professional Knowledge	
Natl %	Min. Pass. Score
100	690
80	670
60	665
40	660
20	652
0	600

IN, NY; 645 - LA; 644 - KY;
 643 - PA; 642 - AR, KS, OH, SC;
 630 - NM

Min. Observed Score = 600; Max. = 685
 Median Score (50%) = 663

Table C. Summary of Pass Rates for Initial Teacher Certification/Licensure Written Tests by State: 1998

State	No Assessments Required	Data not available	Number of Teacher Preparation Programs, as Reported by State	Overall Pass Rates Provided by State	Pass Rates by Institution Provided by State
Alabama	X		NA	NA	NA
Alaska			NA	No	No
Arizona			NA	No	No
Arkansas			NA	No	No
California			NA	No	No
Colorado			NA	Yes	No
Connecticut			14	No	Yes
Delaware			7	No	Yes
District of Columbia			NA	No	No
Florida			NA	Yes	No
Georgia			NA	No	No
Hawaii			5	No	Yes
Idaho	X		NA	No	No
Illinois			55	Yes	Yes
Indiana			NA	No	No
Iowa	X		NA	No	No
Kansas			NA	No	No
Kentucky			26	No	Yes
Louisiana			21	No	Yes
Maine			NA	No	No
Maryland			NA	No	No
Massachusetts			58	No	Yes
Michigan			NA	No	No
Minnesota			25	No	Yes

Table C. Summary of Pass Rates for Initial Teacher Certification/Licensure Written Tests by State: 1998

State	No Assessments Required	Data not available	Number of Teacher Preparation Programs, as Reported by State	Overall Pass Rates Provided by State	Pass Rates by Institution Provided by State
Mississippi			NA	Yes	No
Missouri			35	No	Yes
Montana			NA	No	No
Nebraska			NA	No	No
Nevada			2	No	Yes
New Hampshire			NA	No	No
New Jersey			NA	No	No
New Mexico			7	No	Yes
New York			113	No	Yes
North Carolina			NA	No	No
North Dakota	X		NA	NA	NA
Ohio			49	No	Yes
Oklahoma			21	No	Yes
Oregon			NA	No	No
Pennsylvania			80	No	Yes
Rhode Island			8	No	Yes
South Carolina			30	No	Yes
South Dakota	X		NA	NA	NA
Tennessee			37	No	Yes
Texas			86	No	Yes
Utah	X		NA	NA	NA
Vermont	X		NA	NA	NA
Virginia			NA	No	No
Washington	X		NA	NA	NA
West Virginia			19	Yes	Yes
Wisconsin			NA	No	No

MORE TABLE C...

Table C. Summary of Pass Rates for Initial Teacher Certification/Licensure Written Tests by State: 1998

State	No Assessments Required	Data not available	Number of Teacher Preparation Programs, as Reported by State	Overall Pass Rates Provided by State	Pass Rates by Institution Provided by State
Wyoming	X		NA	NA	NA
American Samoa		X	NA	NA	NA
DoDEA			NA	NA	NA
Federated States of Micronesia		X	NA	Yes	NA
Guam			NA	No	No
Northern Mariana Islands	X	X	NA	NA	NA
Puerto Rico			NA	Yes	No
Virgin Islands		X	NA	NA	NA

NA = No pass rates were reported by institution, therefore the number of programs was not reported.

How to Read Table D: Teachers with Waivers, by High- and Low-Poverty Districts and Selected Fields, by State: 1998

Table D contains highlights of the waiver data collected through the initial questionnaire. State respondents were asked to report the number of teachers and the number of teachers with waivers, disaggregated by high- and low-poverty districts and by subject areas. However, this reporting was inconsistent in its detail. Therefore, for some states, the number of teachers with waivers may have been reported, but not the total number of teachers, thus making it impossible to develop a percentage for that district, field, or level.

High- and low poverty districts were developed from a file of data, using both Bureau of the Census and Common Core of Data 1995 resources on school districts and income, for families with children aged 5-17. Those school districts in which 20 percent or more of the families were below the poverty line, or in which more than 6,500 children belonged to families below the poverty line, were classified as high-poverty districts; all other school districts were classified as low-poverty districts.

Table D focuses on those grade levels or subject areas either in the academic core or considered likely to have shortages of teachers. Appendix C presents a more complete table with waiver data from any areas reported by the states.

States have a number of different categories for exceptions allowed from certification and licensure requirements, therefore it would be inappropriate to compare the waiver totals or percentages from state to state. Descriptions of the categories unique to each state are to be found in the state profiles. Respondents were asked to specify if part-time or substitute teachers were included in the waiver numbers.

Detailed explanatory notes for table D demonstrate the variability across states regarding definitions, academic years covered, and types of teachers included within the waiver totals.

In table D, the following abbreviations have been used:

T = Total number of teachers

W= Number of teachers with waivers

% = Percentage of teachers with waivers

NR = Data not reported

NA = Not Applicable (data may be missing so the percentage cannot be calculated)

Table D: Teachers with Waivers,¹ by High- and Low-Poverty Districts and Selected Fields, by State: 1998

State	Teachers			Teachers in high-poverty districts			Teachers in low-poverty districts			Field								
	T	W	%	T	W	%	T	W	%	Elementary		English		Mathematics				
										T	W	%	T	W	%	T	W	%
Alabama ²	26,054	732	2.8	14,319	497	3.5	11,735	235	2.0	6,943	36	0.5	3,287	66	2.0	2,471	102	4.1
Alaska ³	9,563	5	0.1	1,223	3	0.3	8,280	2	.02									
Arizona ⁴										30,094	60	0.2						
Arkansas																		
California																		
Colorado	37,841	659	1.7	7,632	302	4.0	30,209	357	1.2									
Connecticut ⁵	47,096	106 ⁽⁶⁾	0.2	8,397	41	0.5	36,511	37	0.1				2,583	1	0.0			
Delaware	7,525	149	2.0	130	4	3.1	7,384	145	2.0									
District of Columbia																		
Florida ⁷	65,001	732	1.1										9,308	676	7.3	3,251	208	6.4
Georgia ⁸	86,303	3,290	3.8	61,275	2,428	4.0	25,028	862	3.4	36,202	566	1.6	7,729	226	2.9	5,786	160	2.8
Hawaii ⁹	11,223	841	7.5	5,498	367	6.7	5,634	474	8.4		9			26			61	
Idaho ¹⁰	13,395	396	3.0	755	37	4.9	12,641	359	2.8	6,833	7	0.1						
Illinois ¹¹																		
Indiana ¹²		1,149 ⁽¹³⁾			299									22				44
Iowa ¹⁴	34,309	1,463	4.3											37			29	
Kansas	31,940	53	0.2		15			38						1			1	
Kentucky	46,369	398	0.9		227 ⁽¹⁵⁾			171										
Louisiana ¹⁶	53,857	6,726	12.5	46,252	6,202	13.4	7,605	524	6.9	24,741	2,018	8.2						
Maine ¹⁷	15,086	42 ⁽¹⁸⁾	0.3		5			26										10
Maryland ¹⁹	48,489	2,776	5.7	27,676	2,351	8.5	20,813	425	2.0									
Massachusetts ²⁰	64,682	378	0.6	16,300	278	1.7	48,382	100	0.2									
Michigan		452			187			265						3			14	
Minnesota	62,634	636 ⁽²¹⁾	1.0	8,916	79	0.9	53,718	557	1.0								1	
Mississippi ²²	57,363	545	0.9		437			108										
Missouri ²³		3,554									415			208				182

MORE TABLED ...



Table D: Teachers with Waivers, by High- and Low-Poverty Districts and Selected Fields, by State: 1998, cont'd.

State	Teachers			Teachers in high-poverty districts			Teachers in low-poverty districts			Field							
	T	W	%	T	W	%	T	W	%	Elementary		English		Mathematics			
										T	W	%	T	W	%	T	W
Montana ²⁴	10,228	7	0.1		5.5												
Nebraska ²⁵	20,008	252	1.3	3,555	78	2.2	16,453	173	1.1	11,705	98	0.8	11	1	9.0		
Nevada ²⁶	18,396	197 ⁽²⁷⁾	1.1	11,411	50	0	6,062	126	2.1	8,583							
New Hampshire																	
New Jersey ²⁸	89,204	1,014	1.1														
New Mexico ²⁹	35,028	1,994	5.7	30,976	1,794	5.8	4,052	200	4.9	167						43	
New York ³⁰	214,309	19,539	9.1										15,248	1,586	10.4	14,964	1,549
North Carolina	68,238	6,368	9.3	36,523	3,652	10.0	31,715	2,716	8.6								
North Dakota	8,653	7	0.1	1,033	1	0.1	5,214	6	0.1	4,488			744	1	0.1	527	
Ohio																	
Oklahoma	47,655	281 ⁽³¹⁾	0.6	146				95									
Oregon ³²	28,799	302 ⁽³³⁾	1.1	5,465	73	1.3	23,334	216	0.9	17,886	2	0	1,365	3	0.2	1,111 ⁽⁴⁴⁾	2
Pennsylvania	109,156	1,795	1.6	27,815	1,144	4.1	81,341	651	0.8	45,792	651	1.4		1			
Rhode Island ³⁴	11,067	150	1.4	2,684	142	5.3	8,916	8	0.1	3,994	7	0.2	455	1	0.2	441	8
South Carolina ³⁶	42,650	766	1.8	27,111	615	2.3	14,951	151	1.0								
South Dakota ³⁷	8,643	295	3.4	1,729	105	6.1	6,914	190	2.7	3,537	5	0.1	759	54	7.1	528	37
Tennessee ³⁸	51,030	903 ⁽³⁷⁾	1.8	19,480	518	2.7	31,550	385	1.2	8				6		9	
Texas ³⁹	240,951	42,470	17.6							79,323	4,425	5.6	24,093	5,158	21.4	17,759	4,012
Utah	23,177	252	1.0	260			22,917			10,788							
Vermont																	
Virginia ⁴⁰	84,231	5,277	6.2	21,637	1,645	7.6	62,594	3,632	5.8								
Washington	62,607	418	0.7							24,856	2	0		6		15	
West Virginia ⁴¹		2,046			1,105			153									
Wisconsin	57,017	1,920	3.4	7,797			49,218			37,651	110	0.3					
Wyoming ⁴²	8,156	183	2.2	723	14	1.9	7,433	169	2.2				1,454	6	0.4	992	13
American Samoa																	

MORE TABLED ...

Table D: Teachers with Waivers, by High- and Low-Poverty Districts and Selected Fields, by State: 1998, cont'd.

State	Teachers			Teachers in high-poverty districts			Teachers in low-poverty districts			Field								
	T	W		T	W		T	W		Elementary		English		Mathematics				
		%			%			%		T	W	%	T	W	%	T	W	%
DoDEA																		
Northern Mariana Islands																		
Guam ⁴³	2,191	74	3.4															
Puerto Rico																		
Virgin Islands																		
Federated States of Micronesia																		

State	Field						Field					
	Science			Social Studies/History			Science			Social Studies/History		
	T	W	%	T	W	%	T	W	%	T	W	%
Alabama ²	2,100	89	4.2	1,475	40	2.7						
Alaska ³												
Arizona ⁴												
Arkansas												
California												
Colorado												
Connecticut ⁵	701	1	0.1									
Delaware												
District of Columbia												
Florida ⁷	6,379	444	6.5	6,247	295	4.7						
Georgia ⁸	536	6	1.1	5,470	149	2.7						
Hawaii ⁹		55			19							
Idaho ¹⁰												
Illinois ¹¹												
Indiana ¹²		6			9							
Iowa ¹⁴										20		87
Kansas										1		2
Kentucky												
Louisiana ¹⁶												
Maine ¹⁷										9		
Maryland ¹⁹												
Massachusetts ²⁰												
Michigan										8		6
Minnesota												
Mississippi ²²												
Missouri ²³										183		189
Montana ²⁴												
Nebraska ²⁵												
Nevada ²⁶												
New Hampshire												

MORE TABLE D ...

Table D: Teachers with Waivers, by High- and Low-Poverty Districts and Selected Fields, by State: 1998, cont'd.

State	Science			Social Studies/ History		
	T	W	%	T	W	%
Utah						
Vermont						
Virginia ⁴⁰						
Washington		5				
West Virginia ⁴¹						
Wisconsin						
Wyoming ⁴²	1,369	10	0.7	1,667	10	0.6
American Samoa						
DoDEA						
Northern Mariana Islands						
Guam ⁴³						
Puerto Rico						
Virgin Islands						
Federated States of Micronesia						

State	Science			Social Studies/ History		
	T	W	%	T	W	%
New Jersey ²⁸						
New Mexico ²⁹		27			22	
New York ³⁰	13,437	1,748	13.0	13,027	1,281	9.8
North Carolina						
North Dakota						
Ohio						
Oklahoma						
Oregon ³²	1,013 ⁽⁴⁵⁾	2	0.2			
Pennsylvania						
Rhode Island ³⁴	160	13	8.1		4	
South Carolina ³⁶						
South Dakota ³⁷	527	55	10.4	493	50	10.2
Tennessee ³⁸					21	
Texas ³⁹	14,048	3,024	21.5	16,095	3,540	22.0



states have made different distinctions within the broad categories of waivers which can be found in the Waivers Appendix C and individual state profiles. For the purposes of this table, we have collapsed the categories under the term waiver, meaning non-regular or non-initial certification.

- 2 Alabama includes Driver Education/Health in the same category and music, art and theatre in the same category.
- 3 In Alaska, the state total is more than the sum of the high- and low-poverty districts because two have not been included on either poverty list. (Mt. Edgecumbe HS (boarding school); 29 Alyeska Central School (statewide correspondence school): 31)
- 4 Waiver data for Arizona is for 1997-98.
- 5 Waiver data for Connecticut is for 1997-98.
- 6 Total number of waivers for Connecticut differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 7 In Florida, the data for special education includes mentally handicapped, physically impaired, speech pathology, hearing impaired, visually impaired, and exceptional for 1997-98.
- 8 Waiver data for Georgia is for 1997-98.
- 9 In Hawaii, the waiver data includes two types of waivers the code "w" waiver and the code "5" waiver.
- 10 Waiver data for Idaho is for 1998-99.
- 11 Illinois did not begin collecting waiver information until May 1999.
- 12 In Indiana, special education includes hearing impaired, learning disabled, mild disability students, mildly mentally disabled, seriously emotionally disturbed, severely disabled, and visually handicapped.
- 13 Total number of waivers for Indiana differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 14 Iowa does not issue waivers. The numbers included are for conditional licenses.
- 15 Numbers in high and low poverty districts are according to Kentucky's categories.
- 16 This number includes administrators, guidance counselors and librarians in Louisiana.
- 17 High- and low-poverty district information for Maine follows the state's definition.
- 18 Total number of waivers for Maine differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 19 Waiver data for Maryland is as of February 5, 1999.
- 20 The numbers for Massachusetts represent full- time equivalent teachers in 1997-98, those who are currently employed. Some districts may include those with waivers in the totals and some may not.
- 21 Total number of waivers for Minnesota differs from the sum of high-and low-poverty districts because some districts could not be classified.

- 22 Waiver data for Mississippi is for 1996-97; numbers include the total number of certified educators.
- 23 Missouri does not grant waivers; these data are for provisional certification issued to applicants who are currently teachers and are seeking additional certification.
- 24 Waiver data for Montana is for 1997-98 school year.
- 25 Waiver data for Nebraska is for 1997-98 .
- 26 The total number of teachers for Nevada and the number of teachers with waivers (teaching out of the field) are from the 1997-98 school year.
- 27 Total number of waivers for Nevada differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 28 Waiver data for New Jersey is for 1997-98.
- 29 Waiver data for New Mexico includes one-year emergency licenses and waivers of assignments for 1997-98.
- 30 Waiver data for New York is for 1996-97 and includes only classroom teachers.
- 31 Total number of waivers for Oklahoma differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 32 Waiver data for Oregon is for 1997-98.
- 33 Total number of waivers for Oregon differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 34 Waiver data for Rhode Island is for 1997-98.
- 35 South Carolina issues conditional licenses, not waivers.
- 36 Waiver data for South Dakota is for 1998-99.
- 37 In Tennessee, the data listed in some cases reflects those who were actually employed, and in other cases reflects the total number of endorsements that were issued (not all of them were hired)
- 38 Total number of waivers for Tennessee differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 39 Waiver data for Texas is for 1996-97.
- 40 The data for Virginia represents the number of currently employed teachers.
- 41 The data for West Virginia includes state superintendents' authorizations, waivers, permits, and out-of-field authorizations.
- 42 Wyoming poverty data is for 1998-99 and subject data is for 1997-98.
- 43 In Guam, the number of teachers on waivers is based on free/reduced lunch distribution.
- 44 In Oregon, data for math is at the secondary level.
- 45 In Oregon, data for science is at the secondary level.

Table E presents the variety of ways in which states certify and license teachers. For the sake of simplification, the following explanation uses the term "licensure" with the understanding that some states use the terms "certification" or "credential" instead. The table includes information about three levels of standard licensure as well as emergency and temporary licenses.

Three Stages of Licensure

The first three columns of the table provide information about three levels of licensure that span a teacher's career: (1) the initial license; (2) the full or standard license; and (3) the advanced license. States are beginning to move in the direction of a licensure system that includes these three tiers and that recognizes teachers' development throughout their careers. While few states actually have three-stage licensure in place, Table E includes the three stages in recognition of this growing trend.

The initial license, often called "probationary" or "provisional," is granted to beginning teachers for a limited number of years. It signifies that an individual has met initial requirements and has the potential to become a good teacher. It also recognizes that all new teachers need time to improve their teaching and to be evaluated on their classroom performance before they earn full licensure. Many states do not require the initial license.

The full or standard license signifies a state's approval of an individual as a fully qualified, competent teacher. It is granted to teachers who have met all of the state's requirements for entering the profession. This license is the first stage of teacher licensure in some states and the second stage in states that require a provisional license.

The advanced license is used by states that require or allow experienced teachers to earn a higher credential based on their experience and

performance. One form of this third stage of licensure is certification by the National Board for Professional Teaching Standards.

Emergency and Temporary Licenses

The terms "emergency" and "temporary" licensure are given a variety of meanings by different states. In some cases, the same practice is called "emergency licensure" in one state and "temporary licensure" in another.

Both emergency and temporary licenses generally are granted to teachers who have not fully met state standards for licensure. Both terms can refer to situations in which school districts need to fill teaching positions in fields where critical shortages exist and the districts cannot hire fully licensed teachers to fill the slots.

A temporary license may also refer to a license that allows individuals to teach while they are in the process of completing the state's licensure requirements. Therefore, temporary licensure has a broad range of definitions. In some states, it is granted to an individual who lacks training and has not passed required assessments. Another state might grant a temporary license to someone who is fully certified in one state but needs to take one class in order to receive a full license in the new state.

In order to hire teachers under emergency and temporary licenses, school superintendents or principals often are required to apply to the state board or the state licensure authority and to document the need for the waiver of full licensure. In many cases, states document the progress of teachers with such waivers annually. Most waivers are limited in duration. They may be used for 1-3 years, and their renewal is restricted.

Sources for the data in table E are state Web sites, the NASDTEC manual, and responses to the initial questionnaire.

Table E. Summary of Types of Teacher Certification and Licensure by State: 1998

State	Provisional Certificate or License	Full Certificate or License	Advanced Certificate or License	Emergency/Temporary Certification
Alabama	Alternative Baccalaureate-level Certificate Special Alternative Certificate	Class B Certificate	Class A Certificate	Emergency Certificate
Alaska	Provisional Certificate	Type A Teacher Certificate		Temporary Certificate
Arizona	Provisional Teacher Certificate	Standard Certificate		Temporary Certificate Emergency Teaching Certificate
Arkansas	Provisional License	Standard License	National Board of Professional Teaching Standards Certification	
California	Preliminary Credential	Preliminary Clear Credential		University Internship Credential District Internship Pre-Internship Certificate Emergency Permit
Colorado	Provisional Teacher License	Professional License		Temporary Authorization (Type VI) Emergency Authorization (Type III)
Connecticut	Initial Educator Certificate	Provisional Educator Certificate	Professional Educator Certificate	Interim Educator Certificate
Delaware	Initial Standard License	Standard License	Professional Status Certificate	Limited Standard License Temporary License
District of Columbia				
Florida	Temporary Certificate	Professional Certificate		Out-of-Field Assignment
Georgia	Professional Conditional Certificate Provisional/Conditional Certificate	Clear Renewable Certificate		Emergency Certificate Probationary Certificate
Hawaii		Teacher License	Permanent Certification	Teacher Credential: Code W, Code 5
Idaho		Basic Education Teaching Certificate		Letter of Authorization Approval Consultant Specialist Letter of Approval Missassignment Letter of Approval Alternate Route Program Letter of Permission Transitional Letter of Permission
Illinois		Standard Certificate Substitute Certificate General Certificate Transitional Bilingual Certificate		Provisional Certificate Temp. Provisional Vocational Certificate Part-Time Provisional Certificate
Indiana		Standard License		Limited License

MORE TABLE E ...

Table E. Summary of Types of Teacher Certification and Licensure by State: 1998, cont'd.

State	Provisional Certificate or License	Full Certificate or License	Advanced Certificate or License	Emergency/Temporary Certification
Iowa	Provisional License	Educational License Substitute License Exchange License	Professional Teacher License	One-Year Conditional License
Kansas	Initial Kansas Certificate	Three-Year Standard Certificate Substitute Certificate	Five-Year Standard Certificate	One-Year Nonrenewable Certificate
Kentucky	Provisional Certificate	Standard Certificate	Professional Certificate	Full Emergency Certificate
Louisiana	Temporary Certificate			Type C Certificate Provisional Certificate Emergency Permit Temporary Employment Permit
Maine	Provisional Certificate	Teaching Certificate		Temporary Waiver
Maryland	Provisional Certificate	Standard Professional Certificate I & II Extended SPC	Advanced Professional Certificate	Resident Teacher Certificate (1 year)
Massachusetts	Provisional Certificate Provisional Certificate with Advanced Standing	Standard Certificate		Temporary Waiver
Michigan	Provisional Certificate	Professional Education Certificate		Emergency Permit Full Year Permit
Minnesota	Initial License (1 year) Entrance License (2 years)	Five Year License		Limited License (1 year) Variance; Waiver
Mississippi		Standard Educator License (Class A)	Standard Educator License (Class AA, AAA, AAAA)	Special Emergency Educator License
Missouri	Provisional Certificate	Professional Certificate I & II	Continuous Professional Certificate	Special Assignment Certification
Montana	Provisional Certificate (Class 5)	Standard Certificate (Class 2)	Professional Certificate (Class 1)	Emergency Authorization of Employment
Nebraska	Initial Teaching Certificate Provisional Teaching Certificate	Standard Teaching Certificate	Professional Teaching Certificate	Temporary Teaching Certificate Conditional Permit
Nevada	Limited Elementary Endorsement	Elementary License Secondary License	Professional Elementary License Professional Secondary License	Emergency Relief from Regulations
New Hampshire	Beginning Educator Certificate	Experienced Educator Certificate		Interim License (1 year, renewable twice)
New Jersey	Provisional License	Standard License		Emergency License (1 year)
New Mexico	Level I License	Level II License	Level III License	Emergency License (1 year, renewable)

MORE TABLE ...

Table E. Summary of Types of Teacher Certification and Licensure by State: 1998, cont'd.

State	Provisional Certificate or License	Full Certificate or License	Advanced Certificate or License	Emergency/Temporary Certification
New York	Provisional Certificate	Permanent Certificate		Temporary License (1 year, renewable 5 times)
North Carolina	Initial License	Continuing License		Temporary License (1 year)
North Dakota	Two Year Entrance Certificate	Professional Certificate		Interim Certificate
Ohio	Provisional License	Professional License		Temporary Certificate
Oklahoma	Licensed Beginning Educator Provisional Certificate	Standard Certificate		Emergency Certificate
Oregon	Initial Basic Teaching License	Standard Teaching License		Limited Teaching License Transitional Teaching License
Pennsylvania	Instructional Level I Certificate	Instructional Level II Certificate		Emergency Certificate Act 97 Waiver Certificate
Rhode Island	Provisional Teacher Certificate	Professional Teacher Certificate		Emergency Certificate (1 year)
South Carolina	Statement of Eligibility (Critical Needs Program)	Professional Certificate		Temporary Certificate (1 year)
South Dakota	Two Year Nonrenewable Certificate One Year Certificate	Five Year Certificate		Authority to Act
Tennessee	Apprentice Teacher License	Professional License		Interim Type A Teacher License (2 years, renewable twice) Interim Type B Teacher License (1 year, 1 renewal)
Texas	Provisional Teacher Certificate	Professional Teacher Certificate		Temporary Teacher Certificate Emergency Certificate
Utah	Basic Certificate	Standard Certificate		Provisional Certificate (2 years) Letter of Authorization (1 year)
Vermont	Level I License	Level II License		
Virginia	Provisional License	Professional License		
Washington	Initial Teaching Certificate	Continuing Certificate		Emergency Certificate Conditional Certificate
West Virginia	Provisional Teaching License	Professional Teaching License	Permanent Professional Certificate NBPTS Certification	Out of Field Authorization (1 year) Temporary Certificate Permit (1 year)

MORE TABLE ...

Table E. Summary of Types of Teacher Certification and Licensure by State: 1998, cont'd.

State	Provisional Certificate or License	Full Certificate or License	Advanced Certificate or License	Emergency/Temporary Certification
Wisconsin	Minor Deficiencies License	Regular License		One Year License Special License Permit
Wyoming		Standard Teaching Certificate		Temporary Employment Permit (1 year, non renewable) Transitional Endorsement (1 year, renewable twice)
American Samoa	Provisional Teaching Certificate	Basic Teaching Certificate Teacher Certificate	Professional Teaching Certificate	
Department of Defense Education Activity				
Guam	Provisional Teaching Certificate	Professional I (conditional) Professional I Teaching Certificate	Professional II (conditional) Professional II Teaching Certificate	Emergency Teaching Certificate (1 year)
Federated States of Micronesia	No information obtained			
Northern Mariana Islands	Basic Certificate Provisional Certificate (phased out)	Intermediate Certificate		Temporary Certificate (6 months)
Puerto Rico	Certificado Provisional (Provisional Certificate)	Certificado Regular (Regular Certificate)	Certificado Vitalicio (Lifetime Certificate)	
Virgin Islands	No information obtained			

Profiles

This section of the Secretary's Initial Report presents a profile for each of the states responding to the initial questionnaire. A state profile consists of six sections with information and explanations corresponding to the three required reporting areas in the Secretary's Initial Report. Title II of the Higher Education Act calls for a state focus in national reports. The state profile was developed as a vehicle for communicating the conditions for the preparation of newly qualified teachers within each state. The profile information includes the standards and requirements the state has established for individuals seeking the first (or initial) certificate or license and also the conditions under which individuals may teach with a waiver, that is, with exceptions from certificate and licensure requirements. The profiles also cover assessments, pass rates on state-offered assessments, and waiver data if reported by the state respondents.

The language and descriptions within the profiles have been standardized for ease of reading and consistency. A number of terms and abbreviations are used across the profiles as follows:

- A. The Interstate New Teacher Assessment and Support Consortium (INTASC) is a voluntary group of states that have been working for a number of years to establish standards for what beginning teachers should know and be able to do and the ways to measure the achievement of the standards. INTASC is affiliated with the Council of Chief State School Officers (CCSSO).
- B. The National Council for the Accreditation of Teacher Education (NCATE) is a U.S. Department of Education-recognized specialized accreditation body. NCATE reviews teacher preparation units (whether they are called schools or colleges of education) in which students are eligible for Title IV Student Aid (generally within institutions of higher education). Specialized accreditation is a voluntary review process in which peers are trained to visit specialized programs (academic programs preparing students to enter a particular profession) and review the self-study program reports assessing program goals. The process of review occurs in relationship to a set of standards reflecting the minimum expectations for the field that have been approved by the accredited programs.
- C. The Educational Testing Service (ETS) is a commercial test development organization that authored nationally used assessment tests for the teaching

profession. The first generation of these tests was called the National Teachers Exam (NTE). The second generation is called Praxis (Professional Assessments for Beginning Teachers). There are three categories of Praxis (I, II, and III). Appendix A contains further descriptions of the Praxis series. Praxis exams are related to the area of teacher competence they assess: Basic Skills, Professional Knowledge of Teaching, Subject Matter Knowledge, and Classroom Performance. Each state profile indicates the source of the state-required assessments, whether ETS or National Evaluation Systems, Inc. (NES).

D. NES is a commercial test development organization that has developed assessments in many of these same skill and knowledge areas. States choosing to use NES exams customize the assessments to match their state requirements and standards for newly prepared teachers. In general, once this customization has occurred, the new assessment is named for the state in which it is being used.

E. Performance-based assessment: A performance assessment is an activity developed to document the performance of the examinee in a specific skill or content area. The assessment of the examinee's performance is based on a rubric or set of categories that link performance to expectations or standards and then to grades or other measures of performance.

The six sections on the profiles are as follows:

- 1. A statement about the existence of teacher standards.** This information was derived from data reported by the Council of Chief State School Officers in *Key State Education Policies on K-12 Education: A 50-State Report, December 1998*. The reference was used because it was the most consistent with the time period for which states were reporting on pass rates and requirements and also because information about standards was not available from every state Web site.
- 2. General certification and licensure requirements:** A bulleted list of certification and licensure requirements developed from Web sites, or submitted information, and confirmed by the certification and licensure directors or their designates. These requirements are written in general statements. Assessment requirements, an essential component of general requirements, are separated from degree, program, and additional course requirements and reported in section three. Details of course and credit hour requirements are to be found at the Web sites of each state as cited at the top of each profile.
- 3. A statement about or list of all state-offered assessments,** written and/or performance based, and the total number of assessments offered in each of the major assessment areas used by the state, along with the test developer. States differ as to whether every assessment offered is also required. Other requirements may be substituted for these assessments.
- 4. A table showing the reported proportion of teaching candidates passing state-offered assessments, by teacher preparation program.** The Higher Education Act of 1998 requires a detailed breakdown for each program regardless of its administrative location. Some programs are located within postsecondary institutions and others are located and administered by school districts themselves.
For those states reporting pass rate data by teacher preparation program, a table is presented listing the institution of postsecondary education or local school district in which the program exists and the pass rate data for each assessment. If these data were not readily available, there will be no table for the state profile. If no assessments were taken by students in an assessment category from a particular program, the table cells will be blank. If the state

reported overall pass rates for all institutions with teacher preparation programs, these data will appear and will be so identified. The number of institutions with teacher preparation programs as reported by the state respondent is also provided in this section of the profile.

Where pass rates were reported for all programs, the rates themselves were ranked as required in the legislation. The legislation allows institutions and programs to omit the pass rate data for any assessment where the number of test takers in a given year were 10 or less. In the state pass rate tables, this condition is denoted by an asterisk.

5. State waiver category description. Waivers are special certificates identifying individuals who are approved to teach, but who have not met all the requirements for the certificate or license. Sometimes waivers permit licensed teachers to teach in a different field other than the one in which they have been certified or licensed. Sometimes waivers allow individuals to teach while completing their course and assessment requirements. There are also waiver categories that permit unlicensed individuals to teach without a certificate or license and without fulfilling any requirements. For every state that reported types of waivers—exceptions to regular or initial certification and licensure—there will be a description of these types of waivers provided by the states themselves.

6. Waiver rates. For every state that reported the number of teachers and the number of teachers with waivers, there will be a waiver data table displaying the number or percentage of teachers with waivers in high-and low-poverty districts. High and low poverty districts were defined by using a standard of 20 percent or 6,500 children to identify the districts in which a high percentage of school-aged children were living in poverty. There will also be a table highlighting “high waiver areas:” areas where the percentage of teachers with waivers is greater than the overall state percentage or the number is greater than the median reported number. The number of teachers with waivers and the high waiver areas are not comparable across states due to the variation in the types and purposes of waivers.

A sample profile presented on the following pages highlights the contents, section by section.

each profile has six key sections. If no data are reported, the profile explains whether the data were unavailable or insufficient to develop percentages or comparisons.

• **Section 1 provides information about state standards for teachers.**

Teacher standards define the expectations that a state has for what a teacher should know and be able to do (or sometimes for the kind of person that a teacher is expected to be). An example of part of a standard for teachers follows, taken from the *Draft Standards* proposed by the Interstate New Teacher Assessment and Support Consortium (INTASC).

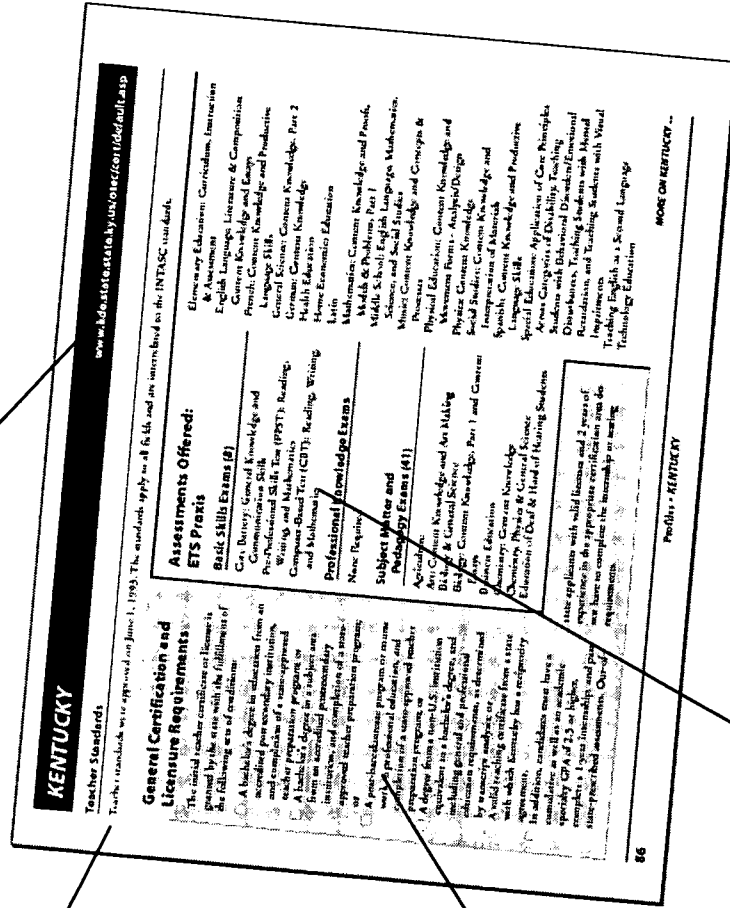
“Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.”

The information on standards in the profiles was not collected directly from the states for this initial report. It was compiled from the report on *Key State Education Policies on K-12 Education: A 50-State Report* (CCSSO, 1998). If no information was gathered on standards, this is so indicated. States reviewed the statement on their profile and adjusted, as appropriate.

• **Section 2 covers general requirements for certification and licensure.**

Degree concentration and special requirements are noted here. The assessment requirements have been separated out and placed in Section three.

This is the URL for the Web site from which information on certification and licensure requirements was obtained.



• **Section 3 covers the state-offered assessments.**

There are two national testing organizations, the Educational Testing Service (ETS) and National Evaluation Systems (NES) that have developed assessments for newly prepared teachers. Praxis is the name of the ETS assessment program. NES assessments have different names in each state. Some states use NES-developed assessments developed for other states, for example: the California Basic Education Skills Test (CBEST) is used in Oregon.

Pass Rates

- Section 4 lists the pass rates for each teacher preparation program and test, for cells with 10 or more students, for the most recent year for which data were available. An asterisk in the "T" or "Took Test" column indicates there were fewer than 10 test takers.

The rankings for each test are based on all institutions for which data are available.

The list of institutions for each state is provided by the reporting state authority.

Test	1	2	3	4	5	6	7	8	9	10	T	Took Test
Alabama												
Arkansas												
California												
Colorado												
Connecticut												
Delaware												
District of Columbia												
Florida												
Georgia												
Idaho												
Illinois												
Indiana												
Iowa												
Kansas												
Kentucky												
Louisiana												
Maine												
Maryland												
Massachusetts												
Michigan												
Minnesota												
Mississippi												
Missouri												
Montana												
Nebraska												
Nevada												
New Hampshire												
New Jersey												
New Mexico												
New York												
North Carolina												
North Dakota												
Ohio												
Oklahoma												
Oregon												
Pennsylvania												
Rhode Island												
South Carolina												
South Dakota												
Tennessee												
Texas												
Utah												
Vermont												
Virginia												
Washington												
West Virginia												
Wisconsin												
Wyoming												
Total												

Waivers

- Section 6 contains tables reporting the number and percentage of teachers with waivers by high- and low-poverty school districts and by high waiver subject areas.

Poverty levels for school districts were defined from a Bureau of Census-Common Core of Data 1995 resource of school district poverty levels for children aged 5-17 in the 1990 census.

Section 6 describes use of waivers in "high-poverty" school districts as those in which the percentage of children in families below the family income poverty line was 20 percent or above, or in which there were 6,500 or more such children. All other school districts were classified as "low-poverty."

The state provided information as to whether full- and part-time teachers, and full- and part-time substitute teachers, were included in the waiver count.

- Section 5 presents brief state waiver descriptions provided by state respondents.

KENTUCKY, cont'd.
State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements
 The State of Kentucky offers a Full Emergency Certificate for an applicant who holds a bachelor's degree with a GPA of 2.5.

Waiver Rates

State Facility	In High-Poverty Districts	In Low-Poverty Districts
Kindergarten	0.00	0.00
Elementary	0.00	0.00
Secondary	0.00	0.00
Postsecondary	0.00	0.00
Total	0.00	0.00

Waiver rates include full- and part-time teachers.
 * If not reported.
 ** Not applicable.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers
 The Kentucky Department of Education reported the reported data were not readily available at the time of the initial questionnaire.

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Section 6 also notes subject areas or educational levels for which the percentage or total number of teachers with waivers was higher than the overall percentage or state median.

Teacher Standards

Current teacher standards were approved in January 1997, and modified in 1999. Standards are based on INTASC standards. There are standards that apply to all fields and standards specific to the following fields: English Language Arts, Mathematics, Social Sciences, Sciences, Arts, Foreign Languages, Elementary Education, Early Childhood, Physical Education, Career/Technical Education, and Special Education.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements equivalent to completion of a teacher preparation program at an institution in the United States.
- In addition, candidates must undergo a fingerprint check.

Assessments Offered

Alabama does not require assessments for teacher certification and licensure at this time.

Proportion of Teaching State-Candidates Passing State-Required Assessments, by Teacher Preparation Program

Alabama does not require assessments at this time, therefore, no program reports are available.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

Alabama allows a local board of education to employ an individual in cases of emergency when a teacher who holds a valid Alabama certificate is not available. This individual is issued an Emergency Certificate at the bachelor's degree level that expires at the end of the year for which it is issued and cannot be extended or renewed.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	26,054	14,319	11,735
Total # of teachers with waivers	732	497	235
% of teachers with waivers	2.8	3.5	2.0

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Basic Skills (8.8%)	Health/Physical Ed./Driver's Ed. (3.7%)	Music/Art/Theater (4.2%)
Career Tech (7.8%)	Foreign Languages (12.7%)	Other (9.3%)
Elementary Education* (5.2%)	Mathematics (4.1%)	Science (4.2%)

These data refer to emergency certificates issued between 7/1/1998 and 3/31/1999. Waiver totals include full-time teachers only.

*Other than self-contained classroom teachers.

Teacher Standards

Teacher standards were approved in 1994. The standards apply to all fields and are based on INTASC standards.

General Certification and Licensure Requirements

The Type A Teacher Certificate is granted with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a teacher preparation program approved as substantially meeting NCATE standards; or
 A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a teacher preparation program approved as substantially meeting NCATE standards;

or

A post-baccalaureate program in professional education that is approved as substantially meeting NCATE standards.

In addition, candidates must undergo a fingerprint check, complete six semester hours or nine quarter hours of course work taken within the 5 years immediately prior to the application date, and complete three semester hours of approved Alaska studies and three semester hours of approved multicultural education/cross-cultural communications.

Assessments Offered: ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
 Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams

None Required

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

The Alaska Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

Alaska allows a school district to request the issuance of an Emergency Certificate that demonstrates it has been unable to fill a position with a qualified, certified person. This certificate expires at the end of the year for which it is issued.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	9,563	1,223	8,280
Total # of teachers with waivers	5	3	2
% of teachers with waivers	0.1	0.3	0.02

Waiver totals include full-and part-time teachers, as well as long-term substitutes.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Alaska Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

No information.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or

A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or

A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work; or
A valid teaching certificate from any other state.

In addition, candidates must pass a state-prescribed assessment of basic skills, professional knowledge, and the appropriate subject-matter for certification. Candidates are also required to pass a college course or the appropriate examination for knowledge of both the Arizona Constitution and the U.S. Constitution.

Assessments Offered: NES Arizona Teacher Proficiency Assessment (ATPA)

Basic Skills Exams (1)

ATPA: Basic Skills

Professional Knowledge Exams (1)

ATPA: Professional Knowledge

Subject Matter and Pedagogy Exams (30)

<i>Arizona Teacher Proficiency Assessment (ATPA):</i>	Physics
Art	Political Science/ American
Biology	Government
Business	Social Studies
Chemistry	Spanish
Elementary Education	<i>Special Education:</i>
English	Cross Categorical
Family & Consumer Science	Specialized
French	Early Childhood
General Science	Emotional Disability
Geography	Learning Disability
German	Mental Retardation
Health	Orthopedic/Health Impairment
History	Speech and Language Impaired
Library/Educational Media	Hearing Impaired
Mathematics	Severely and Profoundly Disabled
Music	Visual Impaired

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

Passing scores for the examinations have not yet been set by the Arizona Department of Education.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

Arizona allows schools to employ emergency substitutes or emergency teachers. A substitute must have graduated from high school, but does not need a bachelor's degree. A teacher with an emergency certificate must have a bachelor's degree. The certificate may be in any subject matter area for the first issuance. It is expected that applicants to teach who hold emergency certificates will take six semester hours or required course work each year until all requirements for a regular certificate are met.

Waiver Rates

The Arizona Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards are being developed.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work; or
- A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
- A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
- A valid teaching certificate from a state with which Arkansas has a reciprocity agreement.

Assessments Offered: ETS Praxis

Basic Skills Exams (3)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics

Professional Knowledge Exams (4)

Core Battery: Professional Knowledge (prior to 7/1/99)

Principles of Learning & Teaching, grades K-6, 5-9, or 7-12 (as of 7/1/99)

Subject Matter and

Pedagogy Exams (44) (as of 7/1/99)

TESTS TAKEN

PRIOR TO JULY 1, 1999

Art Education

English Language & Literature

French

Mathematics

Music Education

Social Studies

Spanish

Special Education:

Instructional

Specialist (4-8 and 7-12)

Teaching Students with

Visual Impairments

TESTS TAKEN AS

OF JULY 1, 1999

Agriculture

Art: Content

Knowledge, Content, Traditions, Criticism

& Aesthetics, and

Art Making

Education of Deaf and

Hard of Hearing

Students

English Language, Literature, &

Composition:

Content Knowledge,

Essays, and Pedagogy
French: Content
Knowledge and
Productive Language
Skills

Mathematics: Content
Knowledge, Proofs,
Models, & Problems,
Part 1, and Pedagogy

Music: Content
Knowledge, Analysis,
and Concepts &
Processes

Social Studies: Content
Knowledge and
Analytical Essays

Spanish: Content
Knowledge,
Productive Language
Skills, and Pedagogy

Special Education:
Knowledge-Based
Core Principles and

Preschool/Early
Childhood

OTHER TESTS

OFFERED

Biology & General
Science

Business Education

Chemistry, Physics, &

General Science

Early Childhood

Education

Education in the

Elementary School

Home Economics

Education

Health Education

Introduction to the

Teaching of Reading

Marketing Education

Physical Education

Reading Specialist

Speech

Communication

In addition, candidates must undergo a fingerprint check or police record examination.

**Proportion of Teaching
Candidates Passing
State-Required Assessments, by
Teacher Preparation Program**

The Arkansas Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

**State Waiver Categories:
Exceptions from
Regular Certification and
Licensure Requirements**

The Arkansas Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved at various dates depending on the field. Standards exist for these specific fields: Agriculture, Art, Business, English, Health Science, Home Economics, Industrial and Technology Education, Language Other Than English, Mathematics, Music, Physical Education, Science: Biological Sciences, Science: Chemistry, Science: Geosciences, Science: Physics, Social Science, and Multiple Subjects.

General Certification and Licensure Requirements

The Preliminary Credential Certification is valid for a maximum period of 5 years. The requirements to obtain the preliminary credential currently include the following elements:

- A bachelor's degree or higher, except in professional education, from a regionally accredited postsecondary institution;
- Completion of a state-approved teacher preparation program, including student teaching;
- Passing a state-prescribed assessment of basic skills in reading, writing, and mathematics: California Basic Education Skills Test (CBEST);
- Character and Identification Clearance from the California Department of Justice and the Federal Bureau of Investigation (through submission of fingerprint cards);
- A course examination in the provisions and principles of the United States Constitution;
- Developing English Language Skills, including Reading requirement, by successful completion of a comprehensive reading instruction

Assessments Offered: ETS Praxis, and NES CBEST, MSAT, SSAT, and RICA

Basic Skills Exams (3)

California Basic Educational Skills Test (CBEST): Reading, Writing, and Mathematics

Professional Knowledge Exams (1)

Reading Instruction Competence Assessment (RICA)

Subject Matter and Pedagogy Exams (47)

Elementary Education

Multiple Subject Assessment for Teachers (MSAT): Content Knowledge and Content Area Exercises (ETS Praxis)

Secondary Education (ETS Praxis)

Art: Content, Traditions, Criticism, & Aesthetics and Art Making

Biology: Content Essays

Chemistry: Content Essays

English Language, Literature & Composition: Essays

French: Productive Language Skills and

Linguistic, Literacy & Cultural Analysis

General Science: Content Essays

Introduction to the Teaching of Reading

Mathematics: Proofs, Models, & Problems, Parts 1 & 2

Music: Analysis and Concepts & Processes

Physical Education: Movement Forms—Analysis/

Design and Video Evaluation

Physics: Content Essays

Social Studies: Analytical Essays and

Interpretation of Materials

Spanish: Linguistic, Literacy & Cultural Analysis

and Productive Language Skills

course that includes the systematic study of phonemic awareness, phonics, and decoding; literature, language and comprehension; and diagnostic and early intervention techniques; Passing the Reading Instruction Competence Assessment for Multiple Subject Teaching Credential only; and Demonstrating subject-matter competency by either: (1) achieving a passing score on the appropriate subject matter examination(s) for the type and subject areas requested OR (2) completing an appropriate Commission-accredited subject-matter program for the type and subject areas requested.

SUBJECT MATTER KNOWLEDGE, CONT'D...
Secondary Subject Assessment for Teachers
 (NES SSAT)

Agriculture
 Art
 Biology
 Business Education
 Chemistry
 French
 Literature and English Language

General Science
 Geoscience
 German
 Health Science
 Home Economics
 Industrial and Technology Education
 Japanese
 Korean
 Mandarin
 Mathematics

Music
 Physical Education
 Physics
 Punjabi
 Russian
 Social Science
 Spanish
 Vietnamese

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

The California Commission on Teacher Credentialing reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

California allows school districts to hire individuals to teach who have not yet completed the state licensure process. The Emergency Permit requires a bachelor's degree, passage of the basic skills test, CBEST, and a statement of intent to complete the credential requirements and subject matter study. The credential waiver may waive any requirement based upon criteria established by the California Commission.

Waiver Rates

The California Commission on Teacher Credentialing reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved in 1994. The standards apply to all fields.

General Certification and Licensure Requirements

The Provisional Teacher License is granted with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
 - A valid teaching certificate from a state with which Colorado has a reciprocity agreement.
- In addition, candidates must undergo a fingerprint check or police record examination and demonstrate oral English proficiency.

Assessments Offered: NES Provisional License Assessment for Colorado Educators (PLACE)

Basic Skills Exams (2)

Basic Skills
Liberal Arts and Sciences

Professional Knowledge Exams (4)

Professional Knowledge in Early Childhood,
Elementary, Middle School, or Secondary*

* Applicants for K-12 teaching licenses and special education licenses may take either the elementary or secondary subject matter test depending on the level of emphasis of their preparation program.

Subject Matter and Pedagogy Exams (35)

Content Area Assessments

Agriculture
Art
Bilingual
Business Education
Distributive Education
Drama
Early Childhood Education
Elementary Education
English
English as a Second Language
French
German
Health

Home Economics
Industrial Arts
Italian

Japanese
Mathematics
Moderate Needs
Music

Profound Needs
Physical Education
Reading Specialist
Reading Teacher
Russian
Science

Severe Needs: Affective, Cognitive,
Communication, Hearing, and Vision
Spanish

Special Education: Early Childhood
Speech
Social Studies

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

Colorado reported overall pass rate data.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

PLACE = Provisional License Assessment for Colorado Educators

	All Institutions	
	T	%
BASIC SKILLS		
Basic Skills	6206	96
Liberal Arts and Sciences	4987	95
PROFESSIONAL KNOWLEDGE		
PLACE: Elementary	2404	95
PLACE: Secondary	1863	97
PLACE: Middle	188	83
SUBJECT MATTER & PEDAGOGY		
Elementary Education	2167	100
Early Childhood	110	91
Mathematics	273	84
Science	361	95
Social Studies	479	89
English	442	89
French	27	67

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

	All Institutions	
	T	%
Spanish	117	75
German	16	81
Italian	*	
Latin	*	
Russian	*	
Japanese	*	
Bilingual	77	84
English as a Second Language	144	79
Reading Teacher	39	77
Speech	17	65
Moderate Needs	339	97
Severe Needs: Cognitive	42	91
Severe Needs: Affective	86	97
Severe Needs: Vision	*	
Severe Needs: Hearing	16	100

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

	All Institutions	
	T	%
Severe Needs: Communication	*	
Profound Needs	17	100
Early Childhood Special Ed	36	97
Art	122	89
Music	148	86
Drama	17	94
Health	17	94
Physical Education	212	94
Business Education	55	55
Distributive Education	14	100
Home Economics	13	77
Industrial Arts	17	94
Agriculture	10	80
Reading Specialist	*	

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

Colorado issues a waiver upon request of a local school district when no fully qualified teacher is available for the position. The waiver is a 1-year Emergency Authorization and is renewable for additional 1-year terms.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	37,841	7,632	30,209
Total # of teachers with waivers	659	302	357
% of teachers with waivers	1.7	4.0	1.2

Waiver totals include full- and part-time teachers. Numbers of teachers are full-time equivalents (FTEs).

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Colorado Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards are anticipated to be in effect on July 1, 2003. They will apply to specific fields as follows: English/Language Arts, Mathematics, Social Studies, Science, Arts, Foreign Language, Elementary Education, and Middle Grades Education. Connecticut standards will be based on INTASC standards.

General Certification and Licensure Requirements

The Initial Educator Certificate is granted with the fulfillment of the following sets of conditions:

- A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
- A post-baccalaureate program and completion of a state-approved teacher preparation program.

Assessments Offered:

ETS Praxis

Basic Skills Exams (3)

Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams (1)

Principles of Learning and Teaching (PLT): Grades 5-9

Subject Matter and Pedagogy Exams (37)

Art: Content Knowledge, Art Making, and Content, Traditions, Criticism & Aesthetics
 Biology: Content Knowledge for CT
 Chemistry: Content Knowledge for CT and Content Essays
 Earth Science: Content Knowledge
 Elementary Education: Curriculum, Instruction & Assessment and Content Area Exercises

English Language, Literature & Composition: Content Knowledge and Essays
 French: Content Knowledge and Productive Language Skills
 General Science: Content Knowledge for CT and Content Essays
 German: Content Knowledge
 Health Education
 Home Economics Education
 Italian

Latin
 Mathematics: Content Knowledge
 Middle School: English Language Arts, Mathematics, Science, and Social Studies

Physics: Content Knowledge for CT and Content Essays
 Social Studies: Content Knowledge
 Spanish: Content Knowledge and Productive Language Skills

Music: Content Knowledge and Concepts & Processes
 Physical Education: Content Knowledge and Movement
 Forms—Analysis/Design
 Special Education: Knowledge-Based Core Principles and Application of Core Principles Across Categories of Disabilities
 Technology Education

Performance Assessments (1)

The Beginning Educator Support and Training (BEST) Program, Connecticut Competency Instrument (CCI) and/or portfolio assessment requirements

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (14 institutions with programs)

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test
 % = Percent Passing
 R = Rank
 CBT = Computer-Based Testing
 PLT = Principles of Learning and Teaching
 CT = Connecticut

	Central CT State University		Connecticut College		Eastern CT State University		Fairfield University		Quinnipiac College		Sacred Heart University		Southern CT State University		St. Joseph College		University of Bridgeport		University of Connecticut																				
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%																			
BASIC SKILLS																																							
CBT: Reading	290	88	11	12	92	3	153	89	9	38	95	1	31	90	7	120	91	5	422	84	12	81	90	7	77	78	13	248	92	3									
CBT: Writing	282	93	7	12	83	13	143	93	7	38	100	1	33	97	4	121	92	9	415	90	11	79	95	6	77	86	12	235	98	3									
CBT: Mathematics	301	82	4	12	67	13	151	72	11	41	80	5	36	78	7	139	73	10	449	77	8	91	75	9	90	70	12	244	90	1									
PROFESSIONAL KNOWLEDGE																																							
PLT: Grades 5-9	22	82	9	*																																			
SUBJECT MATTER & PEDAGOGY																																							
Agriculture																																							
Art Making	19	95	1	*																																			
Art: Content Knowledge	16	94	1	*																																			
Art: Content, Traditions, Criticism & Aesth.	19	95	2	*																																			
Biology: Content Knowledge for CT	12	92	1	*																																			
Business Education	10	80	2																																				
Chemistry: Content Knowledge for CT	*																																						
Chemistry: Content Essays	*																																						
Earth/Space Science: Content Knowledge	*																																						
Elem. Ed.: Curric., Instruction, and Assess.	133	96	2	27	96	2	87	91	8	10	100	1	*																										
Elementary Education: Content Area Exercises	134	87	2	26	85	4	83	81	6	*																													
Engl. Lang., Lit., and Comp.: Content Knowl.	20	90	1	*																																			

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Central CT State University		Connecticut College		Eastern CT State University		Fairfield University		Quinnipiac College		Sacred Heart University		Southern CT State University		St. Joseph College		University of Bridgeport		University of Connecticut							
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%						
* = An asterisk indicates less than 10 test takers per assessment offered.																										
T = Took Test																										
% = Percent Passing																										
R = Rank																										
CT = Connecticut																										
Engl. Lang., Lit., and Comp.: Essays	24	75	3	*			25	56	8	15	60	7	13	62	6	32	75	3	12	75	3	31	77	2		
French: Content Knowledge	*															*			*			*				
French: Productive Language Skills	*															*			*			*				
General Science: Content Knowledge for CT	11	100	1	*	*		*			*		*				13	92	2	*		*	17	82	3		
General Science: Content Essays	10	50	2	*	*		*			*		*				11	45	3	*		*	17	65	1		
German: Content Knowledge	*																		*		*	*				
Health Education	19	89	1													32	59	2	*		*	*				
Home Economics Education																						*				
Italian	*			*									*						*		*	*				
Latin																						*				
Mathematics: Content Knowledge	15	60	2	*	*		13	46	3	*		*				14	43	4	*		*	13	62	1		
Middle School English Language Arts																										
Middle School Science																										
Middle School Social Studies																										
Middle School Mathematics																										
Music: Concepts and Processes	15	87	2	*															*		*	11	91	1		
Music: Content Knowledge	14	86	3	*															*		*	10	100	1		
Physical Education: Content Knowledge	29	83	1		27	74	2									50	74	2	*		*	*				
Phys. Ed.: Movement Forms-Analysis/Design	29	90	2		23	96	1								45	80	3				*	*	*			
Physics: Content Knowledge												*			*				*		*	*				
Physics: Content Essays												*			*				*		*	*				
Social Studies: Content Knowledge	35	74	4	*	10	40	8	*		11	64	5	12	83	1	41	80	2	*		14	64	5	20	80	2

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Central CT State University		Connecticut College		Eastern CT State University		Fairfield University		Quinnipiac College		Sacred Heart University		Southern CT State University		St. Joseph College		University of Bridgeport		University of Connecticut		
	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	
* = An asterisk indicates less than 10 test takers per assessment offered.	10	70	3	*	*	*	*	*	*	*	*	*	18	83	1	*	*	*	14	79	2
T = Took Test	10	60	3	*	*	*	*	*	*	*	*	22	64	2	*	*	*	13	69	1	
% = Percent Passing	38	92	3				11	100	1				129	87	5	37	89	4	28	96	2
R = Rank	43	88	2				13	69	6				146	75	4	43	86	3	30	97	1
Spanish: Content Knowledge							*														
Spanish: Productive Language Skills																					
Special Ed.: Knowledge-Based Core Principles																					
Special Ed.: Application of Core Principles Across Categories of Disabilities																					
Technology Education	13	92	1				*														

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

CBT = Computer-Based Testing

PLT = Principles of Learning and Teaching

	University of Hartford		University of New Haven		Western CT State University		Yale University						
	T	R	T	R	T	R	T	R					
BASIC SKILLS													
CBT: Reading	102	91	5	136	94	2	88	89	9	*			
CBT: Writing	96	91	10	136	96	5	83	99	2	*			
CBT: Mathematics	116	80	5	148	84	3	89	85	2	*			
PROFESSIONAL KNOWLEDGE													
PLT: Grades 5-9	*			18	83	8							
SUBJECT MATTER & PEDAGOGY EXAMS													
Agriculture													
Art Making	*									*			
Art: Content Knowledge	*									*			
Art: Content, Traditions, Criticism and Aesth.	*									*			

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

CT = Connecticut

	University of Hartford		University of New Haven		Western State University CT		Yale University	
	T	R	T	R	T	R	T	R
Biology: Content Knowledge for CT	*		*		*		*	
Business Education	*		11	73	2			
Chemistry: Content Knowledge for CT	*		*					
Chemistry: Content Essays	*		*				*	
Earth/Space Science: Content Knowledge					*		*	
Elem. Ed.: Curric., Instruction, and Assess.	62	92	7	99	90	9	61	93
Elementary Education: Content Area Exercises	60	72	9	96	72	9	61	82
Engl. Lang., Lit., and Comp.: Content Knowl.	*			10	50	7	*	
Engl. Lang., Lit., and Comp.: Essays	11	82	1	*			*	
French: Content Knowledge	*						*	
French: Productive Language Skills	*						*	
General Science: Content Knowledge for CT	*			*			*	
General Science: Content Essays	*			*			*	
German: Content Knowledge								
Health Education					*			
Home Economics Education				*				
Italian								
Latin								
Mathematics: Content Knowledge	*			*			*	
Middle School English Language Arts								
Middle School Science								
Middle School Social Studies								



Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	University of Hartford		University of New Haven		State University of Western CT		Yale University	
	T	%	T	%	T	%	T	%
Middle School Mathematics								
Music: Concepts and Processes	24	83	3		12	67	4	*
Music: Content Knowledge	21	95	2		12	75	4	*
Physical Education: Content Knowledge					*			
Phys. Ed.: Movement Forms, Analysis, Design					*			
Physics: Content Knowledge								*
Physics: Content Essays								*
Social Studies: Content Knowledge	*				*			*
Spanish: Content Knowledge	*				*			
Spanish: Productive Language Skills	*				*			
Special Ed.: Knowledge-Based Core Principles	37	84	6					
Special Ed.: Application of Core Principles Across Categories of Disabilities	41	71	5					
Technology Education								

Reporting period covered: 10/1/97 - 9/30/98

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

Connecticut issues a Durational Shortage Area Permit to a school district based on a demonstrated shortage of certified persons. The candidate must be enrolled in a planned program leading to certification, have passed the Praxis I Computer-Based Tests, and have accumulated a minimum of 12 semester hours of credit in the requested endorsement area. A bilingual deferral is also issued to a district under the same conditions. This deferral is valid for 2 years, during which prescribed courses in bilingual methodology and special education must be completed. The candidate must have earned the equivalent of a bachelor's degree, passed the Praxis I Computer-Based Test, and be bilingual.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	47,096	8,397	36,511
Total # of teachers with waivers	106	41	37
% of teachers with waivers	0.2	0.5	0.1

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Bilingual (10.3%)	Home Economics (0.4%)	Technology Education (0.9%)
Earth Science (0.5%)	Reading Consultant (0.3%)	
French (0.3%)	Spanish (2.1%)	

Waiver totals include full- and part-time teachers.

Teacher Standards

Teacher standards were approved in January 1998. The standards apply to all fields.

General Certification and Licensure Requirements

For regular certification, state teacher licensure and certification requirements currently include the following elements:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work; or
 - A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
 - A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program.
- In addition, candidates must undergo a fingerprint check or police record examination.

Assessments Offered: ETS Praxis, GRE, and SAT

Basic Skills Exams (11)

Core Battery: Communication Skills
 Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
 Computer-Based Test (CBT): Reading, Writing, and Mathematics
 Graduate Record Examinations (GRE): Verbal and Quantitative
 Scholastic Aptitude Test (SAT): Verbal and Quantitative

Professional Knowledge Exams

None Required

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (7 institutions with programs)

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

CBT = Computer-Based Test

PPST = Pre-Professional Skills Test

	Delaware Technical & Community College		Delaware Tech. & Community College		Georgetown College		Delaware Technical & Community College		Delaware State University		University of Delaware		Wesley College		Wilmington College		Delaware	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
PPST: Reading	*		*				69	46	3	155	90	1	14	21	4	99	77	2
PPST: Writing	*		*				65	37	3	175	94	1	11	36	4	116	77	2
PPST: Mathematics	*		*				82	37	3	157	76	1	*			130	55	2
CBT: Reading			*				93	71	4	82	98	1	35	89	2	75	85	3
CBT: Writing			*				89	75	4	107	94	1	35	86	2	89	80	3
CBT: Mathematics			*				104	52	4	103	83	1	37	62	3	103	63	2

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

If an individual does not meet the Standard or the Limited Standard License requirements for a specific license and is hired after August 15 of the school year, the state of Delaware may issue them a Temporary License. This is a 1-year, nonrenewable license.

Waiver Rates

	State Totals		In High-Poverty Districts		In Low-Poverty Districts	
Total # of teachers	7,525	130	7,384			
Total # of teachers with waivers	149	4	145			
% of teachers with waivers	2.0	3.1	2.0			

Waiver totals include full- and part-time teachers.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Delaware Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

No information.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education or a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work; or
- A degree from a non-U.S. institution equivalent to a Bachelor's degree, or and including general and professional education requirements, as determined by the state through review and transcript analysis; or
- A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
- A valid teaching certificate from a state with which the District of Columbia has a reciprocity agreement; or
- Demonstration of the acquisition of college level learning through skills, knowledge, and competencies that are acquired from life experiences, as determined by portfolio analysis.

Assessments Offered: ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
 Computer-Based Testing (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams

None Required

Subject Matter and Pedagogy Exams (24)

Biology: Content Knowledge, Parts 1 & 2, and Pedagogy
 Early Childhood Education
 Elementary Education: Curriculum, Instruction & Assessment and Content Area Exercises
 English Language, Literature, and Composition: Content Knowledge and Pedagogy
 French: Content Knowledge and Productive Language Skills
 General Science: Content Knowledge, Parts 1 & 2
 Mathematics: Content Knowledge, Proofs, Models & Problems, Part 1, and Pedagogy
 Physical Science: Content Knowledge and Pedagogy
 Special Education
 Social Studies: Content Knowledge and Pedagogy
 Spanish: Content Knowledge, Productive Language Skills, and Pedagogy
 Teaching English as a Second Language

Proportion of Teaching State-Candidates Passing State-Required Assessments, by Teacher Preparation Program

The District of Columbia Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The District of Columbia Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were revised in 1981, 1988, and 1997. The standards apply to all fields.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;

or

A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work; or
 A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program.

In addition, candidates must obtain a 2.5 grade point average on a 4.0 scale in each subject to be shown on a certificate; hold a valid Statement of Eligibility which reflects no deficiencies in specialization requirements; undergo a fingerprint check from the FBI and the Florida Department of Law Enforcement; obtain employment in a Florida public, state-supported, or

Assessments Offered: ETS Praxis and College Level Academic Skills Test (CLAST)

Basic Skills Exams (14)

CLAST: Reading, Writing, and Mathematics
 CLAST Computer-Based Academic Skills Assessment: Reading, Writing, and Mathematics
 Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
 Computer-Based Test (CBT): Reading, Writing, and Mathematics
 Core Battery: General Knowledge and Communication Skills

Professional Knowledge Exams (2)

Florida Professional Education Test
 Core Battery: Professional Knowledge

nonpublic school which has an approved Professional Education Competencies Demonstration System; satisfy the recency of college credit or teaching experience requirement; and demonstrate professional education competencies by graduating from a Florida state approved teacher training program or by district verification of demonstration during the first year of employment.

Subject Matter and Pedagogy Exams (50)

<i>Florida Developed Exams</i>	Education in the Elementary School Education of Students with Mental Retardation Elementary Education: Curriculum, Instruction & Assessment English Language, Literature, & Composition: Content Knowledge French German Health K-12 Home Economics 6-12 Humanities K-12 Industrial Arts/ Technology Education 6-12 Latin K-12 Marketing 6-12 Middle Grades: English, General Science, Mathematics, and Social Science Occupational Specialist Physical Education Physics 6-12
Elementary Education 1-6 Prekindergarten/Primary PK-3 Primary Education K-3 Physical Education K-8 Middle Grades English and Mathematics 5-9 Mathematics 6-12 Social Science 6-12 Emotionally Handicapped Mentally Handicapped Specific Learning Disabilities K-12 Varying Exceptionalities K-12	
<i>ETS Praxis Exams</i>	
Agriculture 6-12 Business Education 6-12 Chemistry 6-12 Drama 6-12 ESOL Early Childhood Education Economics 6-12	

MORE ON FLORIDA ...

3. ECIFIC REQUIRED ASSESSMENTS, CONT'D...
 Prekindergarten/Primary Education (PK-3)
 Preschool Education B-4
 Psychology 6-12
 Mathematics

Social Studies: Content Knowledge
 Sociology 6-12
 Spanish
 Special Education
 Speech

Teaching Students with Emotional Disturbance
 Teaching Students with Specific Learning Disabilities
 Visually Impaired K-12

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

Florida reported overall pass rate data.

	All Institutions	
	T	%
SUBJECT MATTER & PEDAGOGY		
Biology 6-12	347	83
Computer Science	46	70
Earth/Space Science 6/12	42	81
Emotionally Handicapped	359	92
Geography 6-12	*	
History 6-12	139	87
Journalism 6-12	31	100
Mentally Handicapped	282	95

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

	All Institutions	
	T	%
Physical Education K-8	231	91
Physical Education 6-12	318	67
Physically Impaired	10	90
Political Science 6-12	40	83
Reading	159	96
Specific Learning Disabilities	632	71
Speech-Language Impaired	160	85
Varying Exceptionalities	788	91
Art	237	89

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

	All Institutions	
	T	%
Elementary Education 1-6	4582	81
English 6-12	700	85
Hearing Impaired	50	84
Mathematics 6-12	389	58
Music	343	92
Primary Education K-3	464	85
Social Science 6-12	507	77
Chemistry 6-12	121	66
Drama 6-12	37	100

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing

	All Institutions	
	T	%
Economics 6-12	12	75
French	64	89
German	13	92
Health	101	84
Latin	11	73
Middle Grades English	358	90
Middle Grades General Science	407	61
Middle Grades Mathematics	445	61
Middle Grades Social Science	387	80

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing

	All Institutions	
	T	%
Physics 6-12	53	62
Spanish	298	63
Speech	21	81
Humanities	*	
Psychology 6-12	143	80
Sociology 6-12	49	51
Visually Impaired	19	95
Business Education 6-12	256	72
Home Economics 6-12	53	96

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing

	All Institutions	
	T	%
Occupational Specialist	24	79
ESOL	125	74
Prekindergarten/Primary Education (PK-3)	502	90
Preschool Education B-4	22	86
Agriculture 6-12	33	88
Industrial Arts/Technology Education 6-12	54	83
Marketing 6-12	42	79

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Florida has no waiver of educator certification. School districts are permitted to place a teacher in an out-of-field assignment only if the teacher takes six semester hours of college credit toward the addition of the out-of-field coverage to the existing certificate. This requirement continues for each year there is such an assignment.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	65,001	*	*
Total # of teachers with waivers	732	*	*
% of teachers with waivers	1.1	NA	NA

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Art (34.0%)	Music (15.6%)	Trades/Industrial (32.5%)
English as a Second or Other Lang. (31.0%)	Technology Education (17.7%)	

Waiver totals include full-time teachers in junior/middle or high schools.

* Data not reported.

NA = Not Applicable

Teacher Standards

No information.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program.; or
 A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;
 or
 A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
 A valid teaching certificate from a state with which Georgia has a reciprocity agreement.

In addition, candidates must complete course work in the identification and education of children with special education needs, meet a recency of study or experience requirement, and comply with the ethical standards of the profession for initial and continued certification. Course work in the teaching of reading is also required for the fields of Elementary Education,

Assessments Offered:

ETS Praxis

Basic Skills Exams (6)

Computer-Based Test (CBT): Reading, Writing, and Mathematics
 Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics

Professional Knowledge Exams (1)

Principles of Learning and Teaching (PLT):
 Grades 5-9

Subject Matter and

Pedagogy Exams (44)

Agriculture
 Art: Content Knowledge and Art Making
 Biology: Content Essays and Content Knowledge
 Business Education
 Chemistry: Content Knowledge and Content Essays
 Education of Deaf and Hard of Hearing Students
 Elementary Education: Curriculum, Instruction & Assessment (K-5) and Content Area Exercises
 English Language, Literature and Composition:
 Content Knowledge and Essays
 French: Content Knowledge and Productive Language Skills

Early Childhood Education, Middle Grades, Mental Retardation, Learning Disabilities, Behavior Disorders, Interrelated Special Education, Interrelated Special Education/Early Childhood, and English.

General Science: Content Essays and Content Knowledge
 German: Content Knowledge and Productive Language Skills
 Health and Physical Education: Content Knowledge
 Health Education
 Home Economics Education
 Latin
 Marketing Education
 Mathematics: Content Knowledge and Proofs, Models & Problems, Part 1
 Middle School: Content Knowledge
 Music: Concepts & Processes and Content Knowledge
 Physical Education: Movement Forms--Analysis/Design
 Physical Science: Content Essays and Content Knowledge
 Reading Specialist
 Social Studies: Content Knowledge and Interpretation of Materials
 Spanish: Content Knowledge and Productive Language Skills
 Special Education: Application of Core Principles Across Categories of Disability, Knowledge-Based Core Principles, Teaching Students with Behavioral Disorders/Emotional Disturbances, Teaching Students with Learning Disabilities, and Teaching Students with Mental Retardation
 Speech Communication
 Technology Education

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

100% of candidates presented for certification from Georgia preparation programs must pass the appropriate assessments.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

A description of waiver categories was not provided.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	86,303	61,275	25,028
Total # of teachers with waivers	3,290	2,428	862
% of teachers with waivers	3.8	4.0	3.4

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Secondary Education (5.8%)	Education (5%)	Mechanical Occupations (4%)
African and Semiotic Languages (16.7%)	Germanic, Slavic & Classical Languages (5%)	Middle Grades (5%)
Communication Technologies (7%)	Gifted (4%)	Personal Services Occupations (8%)
Dance (6%)	Grades P-12 (8%)	Precision Production Occupations (5%)
Dramatic Arts (5%)	Life Sciences (5%)	Romance Languages (5%)

Waiver totals include full- and part-time teachers.

Teacher Standards

Teacher standards were in development as of 1998. The standards will apply to all fields and will be based on the INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program.
 In addition, candidates must undergo a fingerprint check or police record examination and successfully complete a structured interview with an authorized professional staff interviewer.

Assessments Offered:

ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
 Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams (3)

Principles of Learning & Teaching (PLT): Grades K-6, 5-9, or 7-12

Subject Matter and Pedagogy Exams (33)

Art: Content, Traditions, Criticism & Aesthetics and Content Knowledge
 Business Education
 Elementary Education: Curriculum, Instruction & Assessment and Content Area Exercises
 English Language, Literature & Composition: Content Knowledge and Pedagogy
 French: Content Knowledge and Productive Language Skills
 German
 Home Economics Education
 Mathematics: Content Knowledge and Pedagogy
 Music: Concepts & Processes and Content Knowledge
 Physical Education: Content Knowledge and Movement Forms--Analysis/Design
 Biology: Content Knowledge, Part 1 and

Pedagogy

Chemistry: Content Knowledge and Pedagogy
 General Science: Content Knowledge and Pedagogy

Physical Science: Content Knowledge and Pedagogy

Physics: Content Knowledge

Social Studies: Content Knowledge and Pedagogy
 Spanish: Content Knowledge and Pedagogy

Special Education: Knowledge-Based Core Principles and Application of Core Principles Across Areas of Disabilities

Teaching English as a Second Language
 Technology Education

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (5 institutions with programs)

* An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

PPST = Pre-Professional Skills Test

CBT = Computer-Based Test

PLT = Principles of Learning and Teaching

	Brigham Young University Hawaii Campus		Chaminade University of Honolulu		University of Hawaii at Manoa		University of Hawaii at Hilo		University of Phoenix Hawaii Campus						
	T	%	T	%	T	%	T	%	T	%					
PPST: Reading	122	69	64	98	1	382	73	2	27	52	5	30	70	3	
PPST: Writing	121	91	2	64	100	1	352	86	3	24	71	5	30	78	4
PPST: Mathematics	123	69	2	64	94	1	415	67	3	33	52	4	30	50	5
CBT: Reading	18	100	1						17	60	3	31	96	2	
CBT: Writing	12	100	1			236	92	3	19	68	4	31	96	2	
CBT: Mathematics	27	74	2						31	61	3	31	86	1	
PLT: K-6	22	86	1			153	84	2	15	40	3				
PLT: 5-9															
PLT: 7-12	17	88	2			153	97	1	20	80	4	31	86	3	
Art: Content, Traditions, Criticism and Aesth.															
Art: Content Knowledge															
Biology: Content Knowledge	*			*		17	88	1							
Biology: Pedagogy	*			*		12	100	1							
Business Education															
Chemistry: Content Knowledge	*			*											
Chemistry: Pedagogy				*											
General Science: Content Knowledge						12	75	1							
Elem. Ed.: Curr., Instruction and Assessment	13	92	2			151	93	1	14	43	3				
Elem. Ed.: Content Area Exercises	12	92	2			135	93	1	15	47	3				
Engl. Lang., Lit., and Comp.: Content Knowl.				14	57	2	25	72	1			31	50	3	

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

	Brigham Young University Hawaii campus		Chaminade University of Honolulu		University of Hawaii at Manoa		University of Hawaii at Hilo		University of Hawaii Phoenix Campus				
	T	%	T	%	T	%	T	%	T	%			
Engl. Lang., Lit., and Comp.: Pedagogy			14	50	3	33	76	1	11	73	2	50	3
French: Content Knowledge													
French: Productive Language Skills													
German													
Home Economics Education													
Latin													
Mathematics: Content Knowledge	*		*			23	65	1				40	2
Mathematics: Pedagogy	*		*			25	92	1				40	2
Music: Concepts and Processes													
Music: Content Knowledge													
Physical Education: Content Knowledge	*												
Phys. Ed.: Movement Forms—Analysis/Design	*					10	100	1					
Physical Science: Content Knowledge			*									100	1
Physical Science: Pedagogy	*		*			12	100	1				100	1
Social Studies: Content Knowledge	*		29	58	3	45	73	2				100	1
Social Studies: Pedagogy	*		29	80	3	29	86	2				100	1
Spanish: Content Knowledge			*										
Spanish: Productive Language Skills			*										
Special Education: Application of Core Principles Across Categories of Disability													
Special Education: Knowledge-Based Core Principles	*					62	100	1					



Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Brigham Young University Hawaii campus		University of Hawaii at Manoa		University of Hawaii at Hilo		University of Phoenix Hawaii Campus	
	T	R	T	R	T	R	T	R
* An asterisk indicates less than 10 test takers per assessment offered. T = Took Test % = Percent Passing R = Rank								
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances	*		57	100	1			
Teaching English as a Second Language								
Technology Education								

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

A description of waiver categories was not provided.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	11,223	5,498	5,634
Total # of teachers with waivers	841	367	474
% of teachers with waivers	7.5	6.7	8.4

Waiver totals include full- and part-time contracted teachers.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Hawaii Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were pending as of 1998. They will apply to all fields.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or

A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;

or

A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work; or

A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or

A valid teaching certificate from a state with which Idaho has a reciprocity agreement.

In addition, candidates must undergo a criminal history check and must meet a recent credit requirement; an initial or reinstated Idaho credential can be held only if applicants have completed six

Assessments Offered

At this time, Idaho does not require an assessment for certification or licensure.

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

Idaho does not require assessments at this time, therefore no program reports are available.

semester credit hours (or nine quarter hours) from an accredited college/university in the last 5 calendar years. Official transcripts verifying the credit must be provided with the application. Course work may be in any area and at any level except remedial courses.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Idaho offers school districts and individuals approval options for filling professional teacher positions. A Letter of Authorization Approval allows school districts to request emergency approval for an individual when a professional position cannot be filled with a certified person. It can be renewed annually with the satisfaction of credit hour requirements. A Consultant Specialist Letter of Approval is an emergency provision allowing a district to use a noncertified individual to work in a particular educational area. It is valid for 1 year and is not be used as a way of acquiring new subject matter endorsements nor in lieu of the misassignment process. A Misassignment Letter of Approval allows a certified teacher to teach in an area for which she does not possess a proper endorsement. The Alternate Route Program Letter of Permission allows an individual with a strong subject matter background who has not completed a teacher preparation program to become a certified secondary teacher without following standard program requirements. A Limited Transitional Letter of Permission is a 1-year letter of permission that allows a teacher with a Standard Secondary certificate to teach at the elementary level (or vice versa) without additional student teaching, however all other requirements must be met.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	13,395	755	12,641
Total # of teachers with waivers	396	37	359
% of teachers with waivers	3.0	4.9	2.8

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Secondary (5.9%)

Waiver totals include full- and part-time teachers, as well as long-term substitutes.

Teacher Standards

Teacher standards were being developed in 1998. There will be core standards and standards for specific fields. The standards will be based on INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
 - A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program.
- A valid teaching certificate from a state with which Illinois has a reciprocity agreement.

Assessments Offered:

NES Illinois Certification Testing System (ICTS)

Basic Skills Exams (1)

Basic Skills Test

Professional Knowledge Exams (3)

Early Childhood
Elementary
K-12

Subject Matter and Pedagogy Exams (41)

Agriculture	Sciences
Art	French
Biological Science	General Science
Business/Marketing/Management	German
Chemistry	Health
Computer Science	Health Occupations
Dance	Hebrew
Early Childhood	History
Educable Mentally Handicapped	Industrial Technology Education
Elementary Education	Italian
English	Latin
English as a Second Language	Russian
Family and Consumer	Mathematics
	Music
	Physics

Physical Education
Physical Science
Social Science
Spanish
Speech
Theatre Arts
Trainable Mentally Handicapped
Learning Disabilities
Social and Emotional

Disorders
Deaf and Hard of Hearing
Speech and Language Impaired
Blind and Partially Sighted
Physically Handicapped
Reading

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (55 institutions with programs)

Illinois reported pass rate data by program and aggregated across all programs.

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing

	All Institutions	
	T	%
Early Childhood	952	89
Elementary Education	5743	92
Educable Mentally Handicapped	521	87
Trainable Mentally Handicapped	221	92
Learning Disabilities	1319	84
Social and Emotional Disorders	921	96
Deaf and Hard of Hearing	50	94
Speech and Language Impaired	291	96
Blind and Partially Sighted	17	94
Physically Handicapped	64	97
Reading	164	81
English as a Second Language	47	77
History	624	83
Social Science	487	83
English	910	95
Spanish	253	92

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing

	All Institutions	
	T	%
French	61	84
German	15	80
Hebrew	*	
Italian	*	
Latin	*	
Russian	*	
Dance	*	
Speech	43	91
Biological Science	371	85
Mathematics	484	86
Chemistry	79	85
Computer Science	*	
General Science	68	79
Physical Science	22	77
Physics	41	90
Health	88	95

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing

	All Institutions	
	T	%
Health Occupations	*	
Family and Consumer Sciences	47	98
Industrial Technology Education	56	77
Agriculture	39	92
Business/Marketing/Management	139	96
Art	222	89
Music	371	83
Physical Education	431	95
Art (6-12)	80	71
Music (6-12)	35	80
Physical Education (6-12)	423	96
Theatre Arts	23	87
Basic Skills	15940	92

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Augustana College		Aurora University		Barat College		Blackburn College		Bradley University		Chicago State University		College of St. Francis		Columbia College		Concordia University		DePaul University											
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%										
Basic Skills	51	100	1	125	95	32	46	91	44	14	93	39	165	98	11	274	88	47	111	95	32	51	66	52	98	85	49	475	93	39
Across ALL subject matter tests	55	98	3	242	95	17	30	80	49	22	82	46	216	94	19	509	76	51	79	92	39	45	80	49	180	87	44	564	90	41

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	Eastern Illinois University		Elmhurst College		Eureka College		Governors State University		Greenville College		Hebrew Theological College		Benedictine University		Illinois College		Illinois State University		Illinois Wesleyan University								
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%							
Basic Skills	651	97	18	164	93	39	37	95	32	290	90	45	57	93	39	61	98	11	37	97	18	1055	98	11	76	100	1
Across ALL subject matter tests	1009	93	29	249	89	43	39	97	5	544	90	41	63	92	31	124	94	19	64	91	36	1436	94	19	52	94	19

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	Judson College		Kendall College		Knox College		Lake Forest College		Lewis University		Loyola Univ. of Chicago		MacMurray College		McKendree College		Millikin University		Monmouth College									
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%								
Basic Skills	38	97	18	*	28	100	1	24	100	1	52	100	1	274	96	27	29	93	39	67	100	1	105	98	11	91	97	18
Across ALL subject matter tests	32	97	5	*	35	100	1	26	96	12	171	91	36	423	94	19	64	98	3	75	92	31	103	94	19	121	93	29

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	National-Louis University		North Central College		Northeastern Illinois University		Northern Illinois University		North Park College		Northwestern University		Olivet Nazarene University		Principia College		Quincy University		Rockford College											
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%										
Basic Skills	202	94	37	111	97	18	503	84	50	859	96	27	75	95	32	124	98	11	62	97	18	11	100	1	52	94	37	89	96	27
Across ALL subject matter tests	547	94	19	171	96	12	884	85	45	1148	96	12	65	97	5	119	96	12	81	91	36	*		63	97	5	134	91	36	

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	Roosevelt University		Rosary College		Saint Xavier University		University of Illinois at Springfield		School of the Art Institute of Chicago		Southern Illinois Univ. at Carbondale		Southern Illinois Univ. at Edwardsville		Trinity Christian College		Trinity International University		University of Chicago											
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%										
Basic Skills	204	88	47	78	97	18	198	90	45	90	10	22	82	51	359	96	27	334	96	27	32	97	18	51	98	11	32	100	1	
Across ALL subject matter tests	269	81	47	145	92	31	281	81	47	137	96	12	23	91	36	510	94	19	540	95	17	35	94	19	39	97	5	33	97	5

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	University of Illinois at Chicago		University of Illinois at Urbana/Champaign		VanderCook College of Music		Western Illinois University		Wheaton College						
	T	%	T	%	T	%	T	%	T	%					
Basic Skills	410	95	32	467	100	1	14	64	53	421	98	11	69	97	18
Across ALL subject matter tests	617	94	19	594	97	5	19	32	52	633	92	31	73	99	2

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

Illinois allows school districts to hire individuals without a particular subject-area certification provided they have a Letter of Non-jeopardization. Letters of Non-jeopardization are valid for 1 year and may be issued to properly certificated individuals, allowing them to teach a subject for which they do not presently meet the qualifications, provided: (1) the school district documents the search for a qualified candidate; (2) the district has not RIFFED any qualified individual during the last year; (3) the teacher applies for endorsement and submits a remediation plan including the content, location, and timeline for completing the required course work.

Waiver Rates

The Illinois Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

As of May 1999, performance-based standards for educators have been developed based on the NCATE, INTASC, and NBPTS standards as well as standards from other professional organizations. The developmental standards include Early Childhood, Middle Childhood, Early Adolescence, and Adolescence/Young Adulthood. Content standards apply to the following fields: English as a New Language, Mathematics, English/Language Arts, Physical Education & Health, Exceptional Needs, School Services, Fine Arts, Science, Foreign Language, Social Studies, Generalist Standards for Early Vocational Education, and Middle Childhood.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
 - A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program.
- In addition, candidates must submit a limited criminal history check from Indiana state police.

Assessments Offered:

ETS Praxis

Basic Skills Exams (2)

Core Battery: Communication Skills and General Knowledge

Professional Knowledge Exams (1)

Core Battery: Professional Knowledge

Subject Matter and

Pedagogy Exams (32)

Art Education
Biology
Biology & General Science
Business Education
Chemistry
Earth/Space Science
Economics
Education in the Elementary School
English Language and Literature
French
General Science
Geography
German
Government/Political Science
Health Education
Home Economics Education

Mathematics

Music Education

Physical Education

Physical Science

Physics

Pre-Kindergarten Education

Psychology

Introduction to the Teaching of Reading

Social Studies

Sociology

Spanish

Speech Communication

Education of Students with Mental Retardation

Teaching Students with Emotional Disturbance

Teaching Students with Learning Disabilities

Technology Education

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

The Indiana Professional Standards Board reported the requested data were not readily available at the time of the initial questionnaire.

MORE ON INDIANA ...

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Indiana issues Limited Licenses upon the request of a district superintendent to teachers to teach outside of their subject area or to individuals who have a baccalaureate degree, but have not completed a teacher education program.

Waiver Rates

State Totals In High-Poverty Districts In Low-Poverty Districts

Total # of teachers	*	*	*
Total # of teachers with waivers	1,149	299	631
% of teachers with waivers	NA	NA	NA

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Note: The categories below are not mutually exclusive.

General Elementary (25)**	English (22)	Physics (10)
Secondary (87)	Foreign Language (42)	Social Studies (9)
Arts (31)	Mathematics (44)	Special Education (975)
Chemistry (16)	Physical Education (12)	

Waiver data are for school year 1997-1998.

* Data not reported.

NA = Not applicable

** Some of the above numbers include testing deficiencies.

Teacher Standards

Teacher standards were approved in Fall 1998 and will be effective in 2001. The standards apply to Early Childhood Education and are based on the INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work. In addition, candidates must complete an approved human relations component, complete requirements for a teaching endorsement, and meet a recency requirement.

Assessments Offered

There are no assessments required for teacher licensure or certification at this time.

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

Iowa does not require assessments at this time, therefore, no program reports are available.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Iowa does not issue waivers. Iowa will issue a Conditional License to an individual who meets the minimum qualifications for an initial teaching license, but desires to add a teaching endorsement for which they have only completed two-thirds (for regular education) or one-half (for special education) of the requirements. The individual then must follow a constructed program of study and must complete all requirements within a specified time period.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	34,309	*	*
Total # of teachers with waivers	1,463	*	*
% of teachers with waivers	4.3	NA	NA

Conditional license data for Iowa is for school year 1997-1998.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Special Education (502)	Science (89)	Physical Education (45)
Social Studies (87)	Arts (49)	
Reading (74)	Driver's Education (46)	

Waiver totals include full-time teachers only.

* Data not reported.

NA = Not Applicable

Teacher Standards

Teacher standards were in development in 1998. The standards will apply to all fields and are based on the INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- 1 A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;
- or
- 2 A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
- 3 A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program.

Assessments Offered: ETS Praxis

Basic Skills Exams (3)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics

Professional Knowledge Exams (1)

Core Battery: Professional Knowledge

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

All persons receiving initial standard certification after May 1, 1986 have passed the required tests.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Kansas provides Quality Performance Accreditation waivers allowing an individual to teach for 1 year, off-level or outside of the certificate field, or when some elements are lacking a full endorsement.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	31,940	*	*
Total # of teachers with waivers	53	15	38
% of teachers with waivers	0.2	NA	NA

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Special Education (33)	Physical Education (5)
Science (1)	

Waiver totals include full-time and part-time teachers.

* Data not reported.

NA = Not Applicable

Teacher Standards

Teacher standards were approved on June 1, 1993. The standards apply to all fields and are interrelated to the INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
- A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by transcript analysis; or
- A valid teaching certificate from a state with which Kentucky has a reciprocity agreement.

In addition, candidates must have a cumulative as well as an academic specialty GPA of 2.5 or higher, complete a 1-year internship, and pass state-prescribed assessments. Out-of-

Assessments Offered:

ETS Praxis

Basic Skills Exams (8)

- Core Battery: General Knowledge and Communication Skills
- Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
- Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams (1)

- Core Battery: Professional Knowledge

Subject Matter and Pedagogy Exams (41)

- Agriculture
- Art: Content Knowledge and Art Making
- Biology & General Science
- Biology: Content Knowledge, Part 1 and Content Essays
- Business Education
- Chemistry: Content Knowledge
- Chemistry, Physics & General Science
- Education of Deaf & Hard of Hearing Students

state applicants with valid licenses and 2 years of experience in the appropriate certification area do not have to complete the internship or testing requirements.

- Elementary Education: Curriculum, Instruction & Assessment
- English Language, Literature & Composition: Content Knowledge and Essays
- French: Content Knowledge and Productive Language Skills
- General Science: Content Knowledge, Part 2
- German: Content Knowledge
- Health Education
- Home Economics Education
- Latin
- Mathematics: Content Knowledge and Proofs, Models & Problems, Part 1
- Middle School: English Language, Mathematics, Science, and Social Studies
- Music: Content Knowledge and Concepts & Processes
- Physical Education: Content Knowledge and Movement Forms - Analysis/Design
- Physics: Content Knowledge
- Social Studies: Content Knowledge and Interpretation of Materials
- Spanish: Content Knowledge and Productive Language Skills
- Special Education: Application of Core Principles Across Categories of Disability, Teaching Students with Behavioral Disorders/Emotional Disturbances, Teaching Students with Mental Retardation, and Teaching Students with Visual Impairments
- Teaching English as a Second Language
- Technology Education

MORE ON KENTUCKY ...

**Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program
(26 institutions with programs)**

* An asterisk indicates less than 10 test takers per assessment offered.
% = Percent Passing
R = Rank

	Alice Lloyd College		Asbury College		Bellarmine College		Berea College		Brescia University		Campbellsville University		Centre College		Cumberland College		Eastern Kentucky Univ.		Georgetown College		Kentucky Christian Coll.		Kentucky State University		Kentucky Wesleyan College		Lindsay Wilson College		Midway College			
	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R				
BASIC SKILLS																																
Communication Skills	90	17	96	10	100	1	100	1	84	24	100	1	89	18	94	13	96	10	95	12	89	18	86	22	100	1	86	22	100	1		
General Knowledge	94	11	98	3	100	1	95	10	90	13	100	1	84	19	90	13	97	5	96	7	78	20	74	22	78	20						
PROFESSIONAL KNOWLEDGE																																
Professional Knowledge	96	13	98	8	100	1	95	18	88	21	100	1	96	13	97	11	96	13	96	13	86	23	86	23	100	1	86	23	100	1		
SUBJECT MATTER & PEDAGOGY																																
Education in the Elementary School	100	1	100	1	100	1	100	1	100	1	100	1	100	1	98	18	98	18	100	1	75	25	96	22	100	1	96	22	100	1		
Elem. Ed.: Curr., Instruction & Assessment	100	1	100	1	89	24	100	1	100	1	100	1	100	1	100	1	97	19	96	21	100	1	76	25	100	1	100	1	100	1		
Early Childhood Education	100	1	100	1	100	1	100	1	100	1	100	1	98	17	99	14	96	18	100	1	96	18	96	18	96	18	96	18	91	24		
Biology and General Science	100	1	100	1	100	1			100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1								
English Language Literature					100	1	100	1			75	14	100	1	100	1	82	11	66	15			100	1			100	1				
English Language: Content Knowledge	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1			100	1			100	1				
English Essays	100	1	100	1	100	1	100	1	75	22	88	19	100	1	100	1	100	1	100	1			50	23			100	1				
Middle School English Language Arts																																
Technology Education							100	1									100	1														
Mathematics			100	1	100	1	100	1	75	17	100	1	100	1	100	1	100	1	100	1			100	1								
Math: Content Knowledge			66	8	100	1	100	1	100	1	30	17	100	1	75	7	59	9	100	1			40	15								
Math: Proofs, Models, etc.			50	18	100	1	83	8	100	1	80	11	100	1	50	18	83	8	100	1			75	12								
Chemistry, Physics & General Science	100	1															40	6														
Social Studies	100	1	100	1	100	1	100	1			66	21	100	1	71	19	88	15	100	1			100	1			83	16				

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Alice Lloyd College		Asbury College		Bellarmine College		Berea College		Brescia University		Campbellsville University		Centre College		Cumberland College		Eastern Kentucky Univ.		Georgetown College		Kentucky Coll.		Kentucky State University		Kentucky College		Lindsey Wilson College		Midway College		
	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%		
Social Studies: Content Knowledge	100	1	84	11	100	1	100	1	100	1	61	22	86	10	77	18	79	17	83	12			75	19			70	21			
Social Studies: Interpretation of Materials	100	1	84	18	66	21	75	19	100	1	71	20	100	1	94	11	87	15	100	1			100	1			66	21			
Physical Education	100	1	100	1			100	1			86	15			100	1	100	1					100	1			100	1			
Physical Education: Content Knowledge	58	9	90	4			100	1			50	12			33	15	76	5	40	13			100	1			40	13			
Physical Education: Movement, Forms-Analysis/Design	100	1	100	1			100	1			100	1			100	1	93	17	100	1			100	1			100	1			
Business Education 540 up to 10/1/97																	100	1													
Music Education			100	1			100	1			100	1			100	1	85	16	100	1			100	1							
Music: Concepts & Processes			100	1	100	1	100	1			89	7					86	9	100	1			50	14			75	13			
Music: Content Knowledge					100	1	100	1			100	1			100	1	100	1	100	1			100	1			100	1			
Home Economics							100	1							100	1	100	1													
Art Education			100	1							50	14	100	1	100	1	70	13	100	1											
Art Making							100	1			50	7			100	1	50	7													
Art: Content Knowledge			100	1	100	1					100	1					100	1													
French															100	1	100	1	100	1											
French: Productive Language																			100	1											
French: Content Knowledge							100	1									100	1	100	1											
German																															
German: Content Knowledge												100	1																		
Spanish																	100	1	100	1											
Spanish: Content Knowledge			100	1									100	1	17	12	57	9	100	1											
Spanish: Productive Language Skills													100	1																	

* An asterisk indicates less than 10 test takers per assessment offered.
% = Percent Passing
R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* An asterisk indicates less than 10 test takers per assessment offered.
% = Percent Passing

	Alice Lloyd College		Asbury College		Bellarmine College		Berea College		Brescia University		Campbellsville University		Centre College		Cumberland College		Eastern Kentucky Univ.		Georgetown College		Kentucky Christian Coll.		Kentucky State University		Kentucky Wesleyan College		Lindsey Wilson College		Midway College				
	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R					
Biology: Content Knowledge Part 1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	50	17	100	1	100	1	100	1											
Biology: Content Essays	100	1	100	1	50	18	66	13			66	13	100	1	66	13	78	9	100	1													
Chemistry: Content Knowledge	33	11	100	1			100	1			75	6	100	1			42	9	33	11													
Physics: Content Knowledge							100	1									13	4															
Education of Deaf & Hard of Hearing																																	
Teaching Students with Visual Impairments																																	
Teaching Students with Mental Retardation																																	
Special Education					100	1			100	1					81	10	100	1															
Application of Core Princ. Across Categories					100	1			100	1					100	1	97	9															
Teaching English as a Second Language																																	
Teaching Students with Beh. Disorders/Emot					100	1			84	5					62	10	97	2															
General Science Content Knowledge: Part II	66	11					50	14			100	1	100	1			60	13	66	11													
Middle School Science																																	
Health Education			100	1			100	1			100	1			100	1	100	1															





Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Morehead State University		Murray State University		Northern Kentucky Univ.		Pikeville College		Spalding University		Thomas More College		Transylvania University		Union College		University of Kentucky		University of Louisville		Western Kentucky Univ.		
	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	
* An asterisk indicates less than 10 test takers per assessment offered.																							
% = Percent Passing																							
R = Rank																							
BASIC SKILLS																							
Communication Skills	86	22	92	14	97	8	89	18	88	21	100	1	97	8	76	25	98	7	92	14	91	16	
General Knowledge	96	7	86	18	96	7	84	19	75	24	89	16	92	12	68	23	98	3	89	16	90	13	
PROFESSIONAL KNOWLEDGE																							
Professional Knowledge	92	19	96	13	98	8	92	19	88	21	100	1	100	1	74	25	99	7	97	11	98	8	
SUBJECT MATTER & PEDAGOGY																							
Education in the Elementary School	100	1	98	18	100	1	92	23	100	1	100	1	100	1	92	23	100	1	98	18	99	17	
Elem. Ed.: Curr., Instruction & Assessment	97	19	98	17	98	17	100	1	100	1	100	1	100	1	95	23	100	1	96	21	99	16	
Early Childhood Education	96	18	99	14	100	1	94	22	100	1	100	1	100	1	93	23	100	1	99	14	100	1	
Biology and General Science	92	19	100	1	100	1	100	1			100	1	100	1	100	1	100	1	100	1	100	1	
English language Literature	92	9	80	12	60	16					100	1	50	17	33	18	100	1	83	10	76	13	
English Language: Content Knowledge	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	
English Essays	88	19	97	17	100	1	100	1	100	1	100	1	100	1	86	21	100	1	100	1	95	18	
Middle School English Language Arts																							
Technology Education	100	1	100	1																		100	1
Mathematics	88	15	80	16	100	1	100	1									100	1	89	14	100	1	
Math: Content Knowledge	30	17	35	16	56	11	29	19			100	1			50	13	56	11	50	13	46	10	
Math: Proofs, Models, etc.	57	16	66	15	82	10	71	14			75	12			100	1	88	7	92	6	92	6	
Chemistry, Physics, General Science	60	5					100	1									100	1			100	1	
Social Studies	78	18	100	1	70	20	83	16			100	1	100	1	50	22	100	1	94	14	97	13	
Social Studies: Content Knowledge	83	12	94	8	72	20	80	15	80	15	100	1	100	1	60	23	100	1	93	9	83	12	
Social Studies: Interpretation of Materials	86	17	97	9	88	14	94	11	100	1	100	1	100	1	66	21	93	13	95	10	87	15	

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Morehead State University		Murray State University		Northern Kentucky Univ.		Pikeville College		Spalding University		Thomas More College		Transylvania University		Union College		University of Kentucky		University of Louisville		Western Kentucky Univ.		
	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	
Physical Education	100	1	100	1	100	1							100	1	66	16	93	14	100	1			
Physical Education: Content Knowledge	97	3	58	9	73	7							33	15	33	15	76	5	58	9	60	8	
Physical Education: Movement, Forms – Analysis and Design	95	16	96	15	100	1							100	1	100	1	100	1	100	1	100	1	
Business Education 540 up to 10/1/97	100	1	86	9	100	1			100	1					100	1	100	1	100	1	100	1	
Music Education	100	1	100	1	100	1							100	1	100	1	100	1	100	1	89	15	
Music: Concepts & Processes	80	11	80	11	50	14							100	1			91	6	88	8	83	10	
Music: Content Knowledge	100	1	100	1	100	1							100	1	50	16	100	1	100	1	100	1	
Home Economics	69	7	100	1													94	5			83	6	
Art Education	90	11	100	1	90	11			100	1			100	1			94	10	100	1	100	1	
Art Making	50	7	100	1	50	7											100	1	100	1	100	1	
Art: Content Knowledge	100	1	66	11	100	1							100	1			100	1	100	1	100	1	
French	33	8	100	1													100	1	100	1	100	1	
French: Productive Language			100	1													100	1	100	1			
French: Content Knowledge	33	7	100	1													100	1	100	1			
German																							
German: Content Knowledge			100	1																75	3		
Spanish	33	7	100	1													100	1	100	1	100	1	
Spanish: Content Knowledge	40	11	46	10	100	1							100	1			90	7	88	8	100	1	
Spanish: Productive Language Skills	14	7	80	3									100	1			60	4	57	5	50	6	
Biology: Content Knowledge Part 1	86	16	100	1	100	1	100	1					100	1	100	1	100	1	93	15			
Biology: Content Essays	77	10	66	13	92	8	66	13					100	1	100	1	94	7	71	11	71	11	

* An asterisk indicates less than 10 test takers per assessment offered.
% = Percent Passing
R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Morehead State University		Murray State University		Northern Kentucky Univ.		Pikeville College		Spalding University		Thomas More College		Transylvania University		Union College		University of Kentucky		University of Louisville		Western Kentucky Univ.	
	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R	%	R
* An asterisk indicates less than 10 test takers per assessment offered.	27	14	27	14	33	11	66	7														
Chemistry: Content Knowledge	10	5																				
Physics: Content Knowledge																						
Education of Deaf & Hard of Hearing																						
Teaching Students with Visual Impairments																						
Teaching Students with Mental Retardation																						
Special Education	86	8	94	5	100	1									86	8	94	5	80	11	93	7
Application of Core Princ. Across Categories	98	8	94	11	100	1									100	1	97	9	100	1	100	1
Teaching English as a Second Language																						
Teaching Students with Beh. Disorders/Emot	85	4			80	6									73	8	94	3	73	8	85	4
General Science Content Knowledge: Part II	73	10	100	1	100	1	100	1					100	1	100	1	100	1	75	9		
Middle School Science																						
Health Education	100	1	100	1	100	1									100	1						

Notes: Data for Kentucky represent aggregate test scores for school years 1995-1996, 1996-1997, and 1997-1998. Percent pass rates reflect all the scores for each test taker, regardless of the number of times they took the test.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Kentucky offers a Full Emergency Certificate for an applicant who holds a bachelor's degree with a GPA of 2.5.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	46,369	*	*
Total # of waivers issued	398	227	171
% of teachers with waivers	0.9	NA	NA

Data are for the school year 1998-1999.

Waiver totals include full- and part-time teachers.

* Data not reported.

NA = Not Applicable

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Kentucky Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards have been approved. The standards apply to all fields and are comparable to the INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program (regionally accredited); or
- A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis.
- In addition, the individual must have earned a GPA of 2.5 on a 4.0 scale on all course work attempted.

Assessments Offered:

ETS Praxis

Music Education
Physical Education

Social Studies: Content Knowledge and Interpretation of Materials
Spanish

Basic Skills Exams (5)

Core Battery: General Knowledge and Communication Skills

Effective September 1, 1999

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics

Professional Knowledge Exams (3)

Effective September 1, 1999

Core Battery: Professional Knowledge Principles of Learning and Teaching (PLT): Grades K-6 or 7-12

Subject Matter and

Pedagogy Exams (18)

Biology & General Science
Business Education
Chemistry, Physics & General Science
Early Childhood Education
Elementary Education Curriculum: Instruction & Assessment and Content Area Exercises
English Language & Literature Composition
English: Content Knowledge and Pedagogy
French
German
Home Economics Education
Mathematics

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (21 institutions with programs)

Louisiana reported aggregated scores on NTE assessments (previous generation of the Praxis assessments) by preparation program.

NTE	Centenary College of LA		Dillard University		Louisiana College		LSU Baton Rouge (Agriculture)		LSU Baton Rouge (Home Economics)		LSU-Shreveport		University of New Orleans		Loyola University		Our Lady of Holy Cross		Southern University-New Orleans		Tulane University												
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%											
26	100	1	26	81	18	36	97	10	*				15	100	1	97	98	8	228	95	14	27	100	1	31	97	11	115	45	21	39	97	9

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

NTE	Grambling State University		Louisiana Tech College		McNesse State University		Nicholls State University		Northeast Louisiana Univ.		Northwestern State University		University of Louisiana Southeastern		Southern University		University of Louisiana Southwestern		Xavier University										
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%									
69	59	19	77	95	16	301	95	15	198	95	13	155	95	12	137	94	17	231	98	7	109	50	20	213	100	1	39	100	1

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Louisiana provides admission to the State Alternate Post-Baccalaureate Certification Program for individuals who have an earned baccalaureate degree and a GPA of 2.5. The individual must complete the program and meet the state certification and licensure requirements.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	53,857	46,252	7,605
Total # of teachers with waivers	6,726	6,202	524
% of teachers with waivers	12.5	13.4	6.9

Waiver totals include full- and part-time teachers.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Louisiana Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards have been approved.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work. Effective July 1, 2000, candidates must undergo a fingerprint check or police record examination.

Assessments Offered: ETS Praxis

Basic Skills Exams (8)

Core Battery: General Knowledge and Communication Skills
Pre-Professional Skills Tests (PPST): Reading, Writing, and Mathematics
Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams

None Required

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching State-Candidates Passing State-Required Assessments, by Teacher Preparation Program

The Maine Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Maine allows waivers to be granted for a limited time in a subject area required by statute or rule, provided the individual on the waiver is taking courses toward full certification. The superintendent determines the need, based on difficulty experienced in hiring individuals.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	15,086	*	*
Total # of teachers with waivers	42**	5	26
% of teachers with waivers	0.3	NA	NA

Waiver totals include full- and part-time teachers.

* Data not reported.

** Totals do not add up because some districts could not be classified as to poverty status.

NA = Not Applicable

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Maine Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved as of November 1995. The standards apply to all fields.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work; or
- A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
- A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
- A valid teaching certificate from a state with which Maryland has a reciprocity agreement.

Assessments Offered: ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams (1)

Principles of Learning and Teaching (PLT):
Grades 7-12

Subject Matter and

Pedagogy Exams (35)

Art: Content Knowledge and Content, Traditions, Criticism & Aesthetics
Biology: Content Knowledge, Part 1, Part 2, and Pedagogy
Business Education
Chemistry: Content Knowledge and Physical Science: Pedagogy
Chemistry, Physics & General Science and Physical Science Pedagogy
Early Childhood Education
Earth/Science: Content Knowledge and Physical Science Pedagogy
Education in the Elementary School
English Language, Literature & Composition: Content Knowledge and Pedagogy
Family and Consumer Science/Home Economics

French: Content Knowledge and Productive Language Skills

German: Content Knowledge and Productive Language Skills

Mathematics: Content Knowledge and Pedagogy

Music: Content Knowledge and Analysis

Physics: Content Knowledge

Physical Science: Pedagogy

Physical Education: Content Knowledge and Movement Forms--Video Evaluation

Social Studies: Content Knowledge and Pedagogy

Spanish: Content Knowledge, Productive

Language Skills and Pedagogy

Speech Communication

Special Education: Knowledge-Based Core

Principles and Application of Core Principles

Across Categories of Disability

Technology Education

Note: If a subject is not listed, the candidate takes only the PPST or CBT.

There are no longer any tests given as "no-fault." Disabled candidates must meet the qualifying score, but are permitted appropriate accommodations.

Praxis I & II qualifying scores will now be accepted from in-state and out-of-state teaching candidates for certification. NTE qualifying scores taken prior to June 30, 2000 will be accepted from in-state and out-of-state teaching candidates for certification.

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

The Maryland Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Maryland allows an individual who holds a bachelor's degree but has not met the requirements for a Professional Certificate to be hired by the local school system with a Provisional Degree Certificate. The applicant must then acquire the necessary course work or achieve the qualifying scores on required assessments. The length of time for the certificate is dependent upon the requirements that remain to be fulfilled. In addition, a Provisional Nondegree Certificate may be issued upon the request of a local superintendent to an applicant who is hired by the local school system in a vocational education area for which a bachelor's degree is not required, so long as professional requirements other than the degree are met.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	48,489	27,676	20,813
Total # of teachers with waivers	2,776	2,351	425
% of teachers with waivers	5.7	8.5	2.0

Waiver totals include full- and part-time teachers.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Maryland Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved as of October 1994. The standards apply to every certificate area..

General Certification and Licensure Requirements

The Provisional Certificate is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in arts or sciences from an accredited postsecondary institution, 24 credit hours in the subject matter for the certificate, and completion of a state-approved teacher preparation program which includes 18 credit hours in professional education course work and a credit bearing, supervised practicum at either the baccalaureate or post-baccalaureate level; or

A bachelor's degree in arts or sciences from an accredited postsecondary institution, with 24 credit hours in the subject matter for the certificate and 18 credit hours of professional education course work which includes a credit bearing, supervised practicum; or

A degree from a non-US institution equivalent to a bachelor's degree in arts or sciences, and including the above subject matter and professional education requirements as determined through transcript analysis.

In addition, candidates must pass the Massachusetts Educator Certification Tests and demonstrate evidence of sound moral character.

Assessments Offered:

NES The Massachusetts

Educator Certification Tests (MECT)

Basic Skills Exams (2)

Communication and Literacy Skills Test: Reading and Writing

Professional Knowledge Exams

None Required

Subject Matter and

Pedagogy Exams (42)

Biology
Business
Chemistry
Communication and Performing Arts and
Communication (Speech), Dance, and Theater
Early Childhood
Earth Science
Elementary Teacher
English
English as a Second Language
Foreign Languages: Chinese, French, German,
Italian, Portuguese, Russian, and Spanish
General Science
Health Education
History
Home Economics
Latin and Classical Humanities
Mathematics

Middle School

Music

Physical Education

Physics

Reading

Social Studies

Special Needs

Technology Education

Transitional Bilingual Education: Cambodian,

Cape Verdean, Chinese, Haitian-Creole,

Italian, Laotian, Portuguese, Russian, Spanish,

and Vietnamese

Visual Art

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (58 institutions with programs)

	American International College		Anna Maria College		Assumption College		Atlantic Union College		Bay Path College		Becker College		Berklee College of Music		Boston College		The Boston Conservatory		Boston University				
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%			
BASIC SKILLS																							
Communication and Literacy Skills Test																							
Reading Subtest	53	64	37	19	68	35	37	81	22	*			10	70	32	153	96	1	*	94	94	3	
Writing Subtest	54	56	37	19	68	29	37	65	31	*	*		10	50	39	153	94	2	*	95	84	10	
Reading and Writing Subtests	53	45	38	19	58	30	37	60	28	*	*		10	50	35	153	91	5	*	94	82	7	
SUBJECT MATTER & PEDAGOGY																							
Early Childhood	*			*						*						12	92	1			*		
Elementary Teacher	24	42	27	*			18	28	31						87	91	4			30	87	5	
Middle School Teacher																							
Social Studies																							
History																							
English															*					10	70	1	
Reading								*							26	77	2		*				
Mathematics																							
General Science															*					15	73	1	
Physics																							
Chemistry																							
Biology																							
Earth Science																							

* An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	American International College		Anna Maria College		Assumption College		Atlantic Union College		Bay Path College		Becker College		Berkeley College of Music		Boston College		The Boston Conservatory		Boston University				
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%			
* An asterisk indicates less than 10 test takers per assessment offered.																							
T = Took Test																							
% = Percent Passing																							
R = Rank																							
Latin & Classical Humanities																							
Music													*				*						
Visual Art																							
Business																							
Health Education																							
Physical Education																							
English as a Second Language																							
Special Needs	17	59	8													30	100	1			10	100	1
French																							
Spanish																							

	Bradford College		Brandeis University		Bridgewater State College		Cambridge College		Clark University		College of the Holy Cross		Curry College		Eastern Nazarene College		Elms College		Emerson College										
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%									
* An asterisk indicates less than 10 test takers per assessment offered.																													
T = Took Test																													
% = Percent Passing																													
R = Rank																													
BASIC SKILLS																													
Communication and Literacy Skills Test																													
Reading Subtest	*		23	83	18	187	82	20	25	48	42	24	63	39	12	92	5	12	58	40	25	88	9	13	77	27	21	86	14
Writing Subtest	*		23	87	8	187	75	22	25	44	41	24	75	20	12	92	6	13	39	42	25	72	25	13	92	3	21	81	12
Reading and Writing Subtests	*		23	70	19	187	66	22	25	28	41	24	58	29	12	92	2	12	25	42	25	68	21	13	77	10	21	76	12

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

SUBJECT MATTER & PEDAGOGY	Bradford College		Brandeis University		Bridgewater State College		Cambridge College		Clark University		College of the Holy Cross		Curry College		Eastern Nazarene College		Elms College		Emerson College		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
Early Childhood					32	66	10														
Elementary Teacher			15	80	8	94	65	17	16	38	29	11	82	7	10	32	*	10	60	20	
Middle School Teacher					12	67	2														
Social Studies																					
History					*																
English												*									
Reading																					
Mathematics																					
General Science																					
Physics																					
Chemistry																					
Biology																					
Earth Science																					
Latin & Classical Humanities																					
Music																					
Visual Art																					
Business																					
Health Education																					
Physical Education																					
English as a Second Language																					*
Special Needs					17	100	1														*

* An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

MORE ON MASSACHUSETTS...

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Bradford College		Brandeis University		Bridgewater State College		Cambridge College		Clark University		College of the Holy Cross		Curry College		Eastern Nazarene College		Elms College		Emerson College			
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%		
* An asterisk indicates less than 10 test takers per assessment offered.																						
T = Took Test																						
% = Percent Passing																						
R = Rank																						
French																						
Spanish																						

	Emmanuel College		Endicott College		Fitchburg State College		Framingham State College		Gordon College		Harvard Graduate School of Education		Hellenic College		Lasell College		Lesley College		Massachusetts College of Art			
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%		
* An asterisk indicates less than 10 test takers per assessment offered.																						
T = Took Test																						
% = Percent Passing																						
R = Rank																						
BASIC SKILLS																						
Communication and Literacy Skills Test																						
Reading subtest	*		12	42	43	126	71	30	83	77	26	30	83	16	*							
Writing subtest	*		12	33	43	127	62	32	84	77	18	30	87	9	*							
Reading and Writing subtests	*		12	17	43	126	56	31	83	69	20	30	80	8	*							
SUBJECT MATTER & PEDAGOGY																						
Early Childhood																						
Elementary Teacher	*		10	30	30	44	66	15	28	79	9	13	92	3	*							
Middle School Teacher																						
Social Studies																						
History																						
English																						
Reading																						
Mathematics																						

MORE ON MASSACHUSETTS...

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	Emmanuel College		Endicott College		Fitchburg State College		Framingham State College		Gordon College		Harvard Graduate School of Education		Hellenic College		Lasell College		Lesley College		Massachusetts College of Art		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
General Science																					
Physics																					
Chemistry																					
Biology																					
Earth Science																					
Latin & Classical Humanities																					
Music																					
Visual Art																				17	71
Business																					
Health Education																					
Physical Education																					
English as a Second Language																					
Special Needs			33	82	3	*												19	63	7	
French																					
Spanish																					

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	Mass. College of Liberal Arts		Mass. General Hospital Inst. Of Health Professions		Merrimack College		Monseratta College		Mount Holyoke College		Mount Ida College		New England Conservatory of Music		Northeastern University		Pine Manor College		Regis College		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
BASIC SKILLS																					
Communication and Literacy Skills Test																					
Reading Subtest	40	73	31	82	11	20	35	80	23	25	92	4	12	92	5	39	69	34	20	80	23
Writing Subtest	41	71	26	58	12	35	36	81	13	25	92	4	12	92	6	39	62	33	21	76	19
Reading and Writing Subtests	40	48	36	55	11	33	35	71	17	25	92	1	12	92	2	39	51	34	20	70	18
SUBJECT KNOWLEDGE																					
Early Childhood	10	50	13																		
Elementary Teacher	23	70	13				25	60	20	15	93	2			23	52	25	*	16	75	11
Middle School Teacher																					
Social Studies																					
History																					
English																					
Reading					12	50	1														
Mathematics																					
General Science																					
Physics																					
Chemistry																					
Biology																					
Earth Science																					
Latin & Classical Humanities																					
Music														12	67	1					
Visual Art																					

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Mass. College of Liberal Arts		Mass. General Hospital Inst. Of Health Professions		Merrimack College		Monstrat College		Mount Holyoke College		Mount Ida College		New England Conservatory of Music		Northeastern University		Pine Manor College		Regis College		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
Business																					
Health Education																					
Physical Education																					
English as a Second Language																					
Special Needs																					
French																					
Spanish																					

* An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	Salem State College		Shady Hill School		Simmons College		Smith College		Springfield College		Stonehill College		Suffolk University		Tufts University		UMass-Amherst		UMass-Boston							
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%						
BASIC SKILLS																										
Communication and Literacy Skills Test																										
Reading Subtest	166	77	28	*	40	80	23	*	89	64	38	60	85	15	*	34	94	2	167	88	9	55	87	12		
Writing Subtest	166	69	28	*	41	78	17	*	89	54	38	60	73	23	*	34	94	1	168	82	11	57	79	16		
Reading and Writing Subtests	166	63	26	*	40	73	16	*	89	45	39	60	63	25	*	34	91	4	167	77	11	55	75	14		
SUBJECT MATTER & PEDAGOGY																										
Early Childhood	34	62	11													12	92	1	26	85	5					
Elementary Teacher	65	52	24		15	40	28	*	16	56	23	26	62	19							40	83	6	24	58	22
Middle School Teacher																										
Social Studies																			10	80	1					

* An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

MORE ON MASSACHUSETTS...

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	Salem State College		Shady Hill School		Simmons College		Smith College		Springfield College		Stonehill College		Suffolk University		Tufts University		UMass-Amhers		UMass-Boston						
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%					
History	*																								
English	*										*						15	73	3	11	73	4			
Reading	*				*						*														
Mathematics																									
General Science	*																								
Physics																	*								
Chemistry																									
Biology																									
Earth Science																	*								
Latin & Classical Humanities																									
Music																									
Visual Art																*									
Business	*																								
Health Education										11	73	2													
Physical Education	*									50	88	1													
English as a Second Language																	*								
Special Needs	17	77	6		*												*								
French																									
Spanish																	*								



Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	UMass-Dartmouth		UMass-Lowell		Wellesley College		Western New England College		Westfield State College		Whateon College		Whelock College		Worcester State College				
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%			
BASIC SKILLS																			
Communication and Literacy Skills Test																			
Reading Subtest	44	86	13	62	90	7	*		142	66	36	20	8	72	69	33	59	83	17
Writing Subtest	44	61	34	62	92	5	*		142	58	36	20	80	72	65	30	60	73	23
Reading and Writing Subtests	44	61	27	62	84	6	*		142	48	36	20	80	72	56	31	59	64	24
SUBJECT MATTER & PEDAGOGY																			
Early Childhood									23	39	14			34	85	4	11	73	8
Elementary Teacher	10	50	26	21	95	1	*		46	48	27	15	73	32	78	10	29	66	16
Middle School Teacher					*														
Social Studies																			
History					*													*	
English	*				*													*	
Reading																			
Mathematics					*					*									
General Science																			
Physics																			
Chemistry					*														
Biology																			
Earth Science																			
Latin & Classical Humanities																			
Music					*														
Visual Art	15	47	2																

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	UMass-Dartmouth		UMass-Lowell		Wellesley College		Western New England College		Westfield State College		Wheaton College		Whelock College		Worcester State College	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Business																
Health Education			*													*
Physical Education									*							
English as a Second Language																
Special Needs									24	79	4			*		
French																
Spanish																

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Massachusetts offers school districts the option of a waiver as a 1-year authorization to hire an educator who is not appropriately certified, upon demonstration that a hardship exists in securing certified personnel. In addition, a Provisional Certificate is awarded to candidates who hold a bachelor's degree in arts or sciences or an interdisciplinary major, passes the Massachusetts Educator Certification Tests, and presents evidence of sound moral character. This certificate is valid for 5 years of employment and is not renewable.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers*	64,682	16,300	48,382
Total # of teachers with waivers	378	278	100
% of teachers with waivers	0.6	1.7	0.2

These numbers include only those teachers on waivers; data for those with provisional certificates and permanent substitutes are unavailable at this time.

*Represents Full Time Equivalent (FTE) teachers; those who are currently employed. Some districts may include teachers on waivers in their totals and some may not.

Waiver totals include full- and part-time teachers.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Massachusetts Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved in August 1993 and revised in July 1998. The standards apply to the entry-level certificate and to many subject area endorsements.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education or a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A degree from a non-U.S. institution equivalent to a bachelor's degree, or and including general and professional education requirements, as determined by the state through review and transcript analysis; or
- A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
- A valid teaching certificate from a state with which Michigan has a reciprocity agreement.

Assessments Offered: NES Michigan Test for Teacher Certification (MTTC)

Basic Skills Exams (1)

Basic Skills

Professional Knowledge Exams

None Required

Subject Matter and

Pedagogy Exams (74)

Accounting	Administration
Agricultural Education	Business Education
Anthropology	Chemistry
Art Education	Computer Science
Astronomy	Cultural Studies
Autistic	Dance
Behavioral Studies	Driver Education
Bilingual Arabic,	Early Childhood
Chaldean, Chinese,	Education
French, German,	Economics
Greek, Hebrew,	Elementary Education
Japanese, Italian,	Emotionally Impaired
Korean, Latin,	English
Other, Polish,	Environmental Studies
Russian, Spanish,	Fine Arts
Vietnamese, and	French
Yugoslavian	Geography
Biology	Geology/Earth Science
Business	German

Health	Physical Education
Health, PE and Recreation	Physically or Otherwise Health Impaired
Hearing Impaired	Physics
History	Polish
Home Economics	Political Science
Humanities	Psychology
Industrial Arts	Reading
Italian	Science
Journalism	Secretarial Science
Language Arts	Social Studies
Latin	Sociology
Learning Disabled	Spanish
Marketing	Speech
(Distributive Ed)	Speech and Language Impaired
Mathematics	Visually Impaired
Mentally Impaired	
Music Education	

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

The Michigan Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Michigan allows a person who does not hold a valid Michigan teacher certificate or a certificate appropriate to their assignment a Full-Year Permit valid for teaching in the grade and/or subject specified for 1 year. The Emergency Permit is issued only in situations that qualify as an "emergency" because the lack of a teacher will deprive children of an education. To qualify for these permits, individuals must meet degree, specialization, and experiential requirements established by the state.

Waiver Rates

State Totals In High-Poverty Districts In Low-Poverty Districts

Total # of teachers	*	*	*
Total # of teachers with waivers	452	187	265
Percent of teachers with waivers	NA	NA	NA

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Art (9)	Industrial Arts (11)	Science (8)
Computer Science (7)	Language Arts (7)	Special Education (136)
Elementary Education (51)	Mathematics (14)	Spanish (34)
English as a Second Language (13)	Music (21)	Other (65)
Geology/Earth Science (6)	Physical Education (13)	

*Data not available.

Waiver totals include full-time teachers and long-term substitutes.

NA = Not Applicable

Teacher Standards

Teacher standards were pending approval in 1998. The standards will apply to the following fields: English/Language Arts, Mathematics, Social Studies, Science, Arts, Foreign Language, Elementary Education, and Middle Grades Education. They are based on the INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis.
- In addition, candidates must undergo a fingerprint check.

Assessments Offered:

ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams

None Required

Subject Matter and Pedagogy Exams

None Required



Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (25 institutions with programs)

	Angsburg College		Bethel College		Carlton College		College of Saint Benedict		College of Saint Catherine		College of Saint Scholastica		Concordia College-Moorhead		Concordia University		Crown College		Gustavas Adolphus College			
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%		
BASIC SKILLS																						
PPST: Mathematics	85	21		96	8	100	1	92	17	100	1	81	23	100	1	80	24	77	25		97	7
PPST: Reading	77	23		91	13	100	1	83	21	93	9	81	22	95	5	76	25	88	15		93	11
PPST: Writing	72	24		88	17	100	1	94	7	90	14	88	17	95	6	72	23	84	20		92	10
CBT: Mathematics	95	15		96	12	100	1	91	22	93	20	97	9	98	6	75	25	94	16		92	21
CBT: Reading	94	20		100	1	100	1	90	23	96	14	100	1	98	10	68	25	81	24		100	1
CBT: Writing	85	22		96	11	100	1	100	1	96	12	100	1	96	9	71	25	76	24		100	1

T = Took Test
 % = Percent Passing
 R = Rank
 CBT = Computer-Based Test
 PPST = Pre-Professional Skills Test

	Hamline University		Macalester College		Bemidji State University		Moorhead State University		Saint Cloud State University		Winona State University		U. Minnesota-Duluth		U. Minnesota-Morris		U. Minnesota-Twin Cities		Saint John's University			
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%		
BASIC SKILLS																						
PPST: Mathematics	96	9		93	14	87	19	92	15	86	20	94	11	95	10	93	13	94	12		100	1
PPST: Reading	93	9		100	1	76	24	83	19	85	17	85	18	94	7	92	12	97	4		100	1
PPST: Writing	98	3		91	12	80	21	70	25	75	22	87	19	91	12	90	15	92	9		89	16
CBT: Mathematics	95	13		100	1	93	19	98	8	95	14	97	10	98	6	94	17	96	11		100	1
CBT: Reading	93	21		100	1	92	22	98	11	95	16	96	14	97	12	99	9	95	18		100	1
CBT: Writing	90	18		100	1	85	23	93	16	87	20	96	9	95	13	94	15	95	14		100	1

T = Took Test
 % = Percent Passing
 R = Rank
 CBT = Computer-Based Test
 PPST = Pre-Professional Skills Test

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

T = Took Test
 % = Percent Passing
 R = Rank
 CBT = Computer-Based Test
 PPST = Pre-Professional Skills Test

	Saint Mary's University of Minnesota		Saint Olaf College		University of Saint Thomas		Northeastern College		North Central College		
	T	%	T	%	T	%	T	%	T	%	
BASIC SKILLS											
PPST: Mathematics		98	6	99	5	92	18	92	16	83	22
PPST: Reading		88	14	94	6	88	16	94	7	83	19
PPST: Writing		93	8	96	5	91	11	97	4	100	1
CBT: Mathematics		100	1	100	1	90	23	93	18	88	24
CBT: Reading		100	1	95	17	94	19	96	13	100	1
CBT: Writing		100	1	90	18	90	17	100	1	87	21

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Minnesota will grant a Variance to a school district to hire a teacher licensed in an area other than the proposed teaching assignment. The district must assure there is no licensed teacher available and that the individual holds a current license in an area other than the proposed teaching assignment. In addition, the district can request board actions for a Waiver and the Non-Licensed Community Expert. A waiver from rule is requested when an experimental or innovative program design requires using teachers in an assignment which is inconsistent with the current rule. A Non-Licensed Community Expert has expertise in a specialized area, but does not meet the state requirements for certification.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	62,634	8,916	53,718
Total # of teachers with waivers	636	79	557
% of teachers with waivers	1.0	0.9	1.0

Waiver totals include full- and part-time teachers.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Minnesota Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved as of July 1997. The teacher standards apply to all fields.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
- A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
- A valid teaching certificate from a state with which Mississippi has a reciprocity agreement.

Assessments Offered:

ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
 Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams (3)

Principles of Learning & Teaching (PLT): Grades K-6, 5-9, or 7-12

Subject Matter and

Pedagogy Exams (27)

Art Education
 Biology
 Biology & General Science
 Business Education
 Chemistry
 Chemistry, Physics & General Science
 Computer Literacy/Data Processing
 Education of Students with Mental Retardation
 Education in the Elementary School
 Teaching Students with Emotional Disturbance
 English Language & Literature
 French
 German
 Home Economics Education
 Mathematics
 Special Education
 Music Education

Physical Education

Physics

Social Studies

Spanish

Speech Communication

Technology Education

Hearing Impaired

Industrial Arts

Marketing Education

Speech Impaired

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

Mississippi reported overall pass rate data.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

CBT = Computer-Based Testing

PPST = Pre-Professional Skills Test

PLT = Principles of Learning and Teaching

	All Institutions	
	T	%
BASIC SKILLS		
PPST: Mathematics		
PPST: Reading		
PPST: Writing		
CBT: Mathematics		
CBT: Reading		
CBT: Writing		
PROFESSIONAL KNOWLEDGE		
PLT: Grades K-6, 5-9, and 7-12	904	88
SUBJECT MATTER & PEDAGOGY		
Art Education	29	90
Biology	12	75
Biology and General Science	70	77
Business Education	48	92

	All Institutions	
	T	%
Chemistry	*	
Chemistry, Physics, and General Science	13	62
Computer Literacy/Data Processing		
Education in the Elementary School	1347	91
Education of Students with Mental Retardation	11	73
English Language and Literature	120	73
French	*	
German	*	
Hearing Impaired	*	
Home Economics Education	12	92
Industrial Arts	*	
Marketing Education		
Mathematics	85	85

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

	All Institutions	
	T	%
Music Education	84	76
Physical Education	78	76
Physics	*	
Social Studies	157	87
Spanish	16	50
Special Education	205	74
Speech Communication	*	
Speech Impaired	23	57
Teaching Students with Emotional Disturbance	*	
Technology Education		

Reporting period covered: Academic year 1997-1998

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Mississippi allows Special Emergency Educator Licenses to be issued for individuals who presently hold a standard license. The school district must submit a Local District Request Packet for this license and individuals who do not hold a Standard License must provide the local district with supplemental documentation in support of the request.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	57,363	*	*
Total # of teachers with waivers	545	437	108
% of teachers with waivers	0.9	NA	NA

Waiver totals include full- and part-time teachers.

The total number of teachers is the total number of teachers employed in Mississippi public schools during the 1998-1999 school year.

* Data not reported.

NA = Not Applicable

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Mississippi Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved in February 1997. The standards apply to all fields and are based on the INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or

A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;

or

A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program.

In addition, the individual must have an overall grade point average of 2.5, with no grade lower than a C in professional education courses; the applicant also must be recommended by the designated official for teacher education in the college/university where the program was completed.

Assessments Offered:

ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams (2)

Principles of Learning and Teaching (PLT):
Grades 5-9 or 7-12

Subject Matter and

Pedagogy Exams (24)

Agriculture
Art: Content Knowledge
Biology: Content Knowledge, Part 1
Business Education
Chemistry: Content Knowledge
Early Childhood Education
Earth Science: Content Knowledge
Elementary Education: Curriculum, Instruction & Assessment
English Language, Literature & Composition: Content Knowledge
French
German: Content Knowledge
Health Education
Home Economics Education
Marketing Education

Mathematics: Content Knowledge
Music Education: Content Knowledge
Physical Education: Content Knowledge
Physics: Content Knowledge
Social Studies: Content Knowledge
Spanish: Content Knowledge and Productive Language Skills
Special Education
Speech Communication
Technology Education

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program
(35 institutions with programs)

	Avila College		Central Methodist College		Central Missouri State University		College of the Ozark		Columbia College		Culver-Stockton College		Drury College		Evangel University		Fontbonne College		Hannibal-Lagrange College		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
PROFESSIONAL KNOWLEDGE																					
Professional Knowledge	37	100	*		34	100	1	14	100	1	*		*	13	100	1	*		*		
PLT: Grades 5-9																					
PLT: Grades 7-12																					
SUBJECT MATTER & PEDAGOGY																					
Agriculture					*																
Art: Content Knowledge	*				11	100	1	*		*		*	*	*		*	*	*	*	*	*
Biology: Content Knowledge			*		*							*	*								
Business Education	*				21	95	2	*													
Chemistry: Content Knowledge	*				*								*								
Early Childhood Education					72	100	1							*		*	*	*	19	100	1
Earth Science: Content Knowledge					*																
Elem. Ed.: Curric., Instruction, and Assess.	16	94	26	104	96	21	117	100	1	33	100	1	33	100	1	10	90	27	18	94	25
Engl. Lang., Lit., and Comp.: Content Knowl.	*				17	88	9	*	*	*	*	*	10	90	8	*	*	*	*	*	*
French					*								*								
German: Content Knowledge																					
Health Education																					
Home Economics Education																	*	*	*	*	*
Marketing Education																					

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

PLT = Principles of Learning and Teaching



Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Avila College		Central Methodist College		Central Missouri State University		College of the Ozark		Columbia College		Culver-Stockton College		Drury College		Evangel University		Fontbonne College		Hannibal-Lagrange College			
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%		
* = An asterisk indicates less than 10 test takers per assessment offered.																						
T = Took Test																						
% = Percent Passing																						
R = Rank																						
PLT = Principles of Learning and Teaching	*		*		11	91	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics: Content Knowledge																						
Music: Content Knowledge																						
Physics: Content Knowledge																						
Physical Education: Content Knowledge			10	100	1	22	100	1	11	91	8	*	*	*	*	*	*	*	*	*	*	*
Social Studies: Content Knowledge	*		*		38	97	6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Spanish: Content Knowledge																						
Special Education	*				42	100	1											21	95	7		
Speech Communication			*		*												*	*	*	*	*	*
Technology Education					*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

	Harris-Stowe State College		Lincoln University		Lindenwood University		Maryville University of St. Louis		Missouri Baptist College		Missouri Southern State College		Missouri Valley College		Missouri Western State College		Northwest Missouri State University		Park College			
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%		
* = An asterisk indicates less than 10 test takers per assessment offered.																						
T = Took Test																						
% = Percent Passing																						
R = Rank																						
PLT = Principles of Learning and Teaching																						
PROFESSIONAL KNOWLEDGE																						
Professional Knowledge	*		*					*	*	*	125	100	1	*	*	*	29	100	1	*	*	
PLT: Grades 5-9																						
PLT: Grades 7-12																						

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

SUBJECT MATTER & PEDAGOGY	Harris-Stowe State College		Lincoln University		Lindenwood University		Maryville University of St. Louis		Missouri Baptist College		Missouri Southern State College		Missouri Valley College		Missouri Western State College		Northwest Missouri State University		Park College												
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%											
Agriculture																															
Art: Content Knowledge			*		*		*				*		*		*		*		*												
Biology: Content Knowledge	*				*		*				*		*		*		*		*												
Business Education			*		*		*				*		*		*		*		*												
Chemistry: Content Knowledge					*		*				*		*		*		*		*												
Early Childhood Education	18	100	1		*		*				*		*		10	100	1	*													
Earth Science: Content Knowledge																															
Elem. Ed.: Curric., Instruction, and Assess.	126	74	33	28	89	29	75	95	24	22	100	1	25	88	30	71	100	1	19	89	28	65	98	17	98	97	20	27	85	31	
Engl. Lang., Lit., and Comp.: Content Knowl.	24	50	11	*	*		*			*		12	100	1																	
French																															
German: Content Knowledge																															
Health Education											*																				
Home Economics Education																															
Marketing Education																															
Mathematics: Content Knowledge	17	65	6	*	*		*			*		*		*		*		*		*		*		*		*		*		*	
Music: Content Knowledge				*	*		*			*		*		*		*		10	100	1											
Physics: Content Knowledge											*																				
Physical Education: Content Knowledge				*	*		*			*		*																			
Social Studies: Content Knowledge	17	53	9	*	10	100	1			*		*		*																	

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Harris-Stowe State College		Lincoln University		Lindenwood University		Marville University of St. Louis		Missouri Baptist College		Missouri Southern State College		Missouri Valley College		Missouri Western State College		Northwest Missouri State University		Park College		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
* = An asterisk indicates less than 10 test takers per assessment offered.																					
T = Took Test																					
% = Percent Passing																					
R = Rank																					
Spanish: Content Knowledge																					
Special Education	*		*		*																
Speech Communication																					
Technology Education																					

	Rockhurst College		Saint Louis University		Southeast Missouri State University		Southwest Baptist University		Southwest Missouri State University		Stephens College		Truman State University		Univ of MO-Columbia		Univ of MO-Kansas City		Univ of MO-St. Louis		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
* = An asterisk indicates less than 10 test takers per assessment offered.																					
T = Took Test																					
% = Percent Passing																					
R = Rank																					
PLT = Principles of Learning and Teaching																					
PROFESSIONAL KNOWLEDGE																					
Professional Knowledge	*		13	100	19	100	1	26	100	37	100	*	*	43	100	64	100	1	45	100	1
PLT: Grades 5-9																					
PLT: Grades 7-12																					
SUBJECT MATTER & PEDAGOGY																					
Agriculture									11	91	2			13	100	1					
Art: Content Knowledge					*		*		*					*							
Biology: Content Knowledge					*				10	90	1		*	*			*		*		
Business Education	*				*				13	100	1		*	*			*		17	88	3
Chemistry: Content Knowledge					*				*				*	*			*		*		
Early Childhood Education			*		34	100	1	*	*		*		*	30	100	1			30	100	1

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	Rockhurst College		Saint Louis University		Southeast Missouri State University		Southwest Baptist University		Southwest Missouri State University		Stephens College		Truman State University		University of MO-Columbia		University of MO-Kansas City		University of MO-St. Louis					
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%				
Earth Science: Content Knowledge																								
Elem. Ed.: Curric., Instruction, and Assess.	22	95	22	95	23	123	99	16	80	100	1	151	99	15	77	100	1	33	85	32	160	98	18	
Engl. Lang., Lit., and Comp.: Content Knowl.	*		*			21	100	1	*			18	100	1	28	96	6	13	92	7	29	97	5	
French	*								*						*			*		*				
German: Content Knowledge						*									*									
Health Education									*															
Home Economics Education									*															
Marketing Education									*															
Mathematics: Content Knowledge						12	100	1	*			15	100	1	15	93	3	*			16	88	5	
Music: Content Knowledge						*			*			15	100	1	*			*		*				
Physics: Content Knowledge																		*		*				
Physical Education: Content Knowledge						16	100	1	*			22	100	1	*			*		*	25	100	1	
Social Studies: Content Knowledge	*		*			17	100	1	*			23	100	1	*	44	100	1	14	100	1	34	97	7
Spanish: Content Knowledge	*					*						*			12	100	1	*		*				
Special Education						13	100	1	*			16	100	1	*	22	100	1	13	100	1	81	99	6
Speech Communication						*			*			*			*			*		*				
Technology Education						*			*			*			*			*		*				

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

	Washington University		Webster University		Westminster College		William Jewell College		William Woods University	
	T	%	T	%	T	%	T	%	T	%
PROFESSIONAL KNOWLEDGE										
Professional Knowledge	*		*		*		*		*	
PLT: Grades 5-9										
PLT: Grades 7-12										
SUBJECT MATTER & PEDAGOGY										
Agriculture										
Art: Content Knowledge	*		*							
Biology: Content Knowledge	*		*							
Business Education	*									
Chemistry: Content Knowledge										
Early Childhood Education	*		*				*		*	
Earth Science: Content Knowledge										
Elem. Ed.: Curric., Instruction, and Assess.	11	100	1	33	100	1	23	100	1	13
Engl. Lang., Lit., and Comp.: Content Knowl.	*		*		*		*		*	
French										
German: Content Knowledge	*						*			
Health Education										
Home Economics Education										
Marketing Education										
Mathematics: Content Knowledge	*		*				*		*	
Music: Content Knowledge										

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	Washington University		Webster University		Westminster College		William Jewell College		William Woods University	
	T	%	T	%	T	%	T	%	T	%
Physics: Content Knowledge					*					
Physical Education: Content Knowledge	*		*		*		*		*	
Social Studies: Content Knowledge	*		*						*	
Spanish: Content Knowledge	*		*						*	
Special Education										
Speech Communication										
Technology Education										

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Missouri does not grant waivers under its current policies. Provisional Certification is issued to applicants who are current teachers and are seeking additional certification areas in which they are 12-14 credit hours away from completing the requirements for Full Certification.

Teacher Standards

No information.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A valid teaching certificate from a state with which Montana has a reciprocity agreement is honored if that state's approved program was completed.
- In addition, candidates must earn a minimum GPA of 2.0 on a 4.0 scale, or a "C" average.

Assessments Offered: ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams

None Required

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching State Candidates Passing Required Assessments, by Teacher Preparation Program

The Montana Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Montana does not permit waivers for teaching outside of "appropriate assignment" as identified in accreditation standards. Class 5 Provisional Certification is available for those who have not completed a full teacher preparation program but who meet the academic requirements for teaching within a field of study. The requirements must be met within 3 years. The school district may also employ individuals with an Emergency Authorization of Employment, after demonstrating they have advertised widely but have not had a fully qualified applicant for the position. Those employed under this provision must have held certification at one time or hold a bachelor's degree in a related field and must then complete minimum requirements or education courses to complete the pedagogical portion of certification requirements.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	10,228	*	*
Total # of teachers with waivers	7	5.5	1.5
% of teachers with waivers	0.1	NA	NA

The above data are from 1997-98 and include ONLY numbers for Emergency Authorization of Certification.

Waiver totals include full- and part-time teachers.

* Data not reported.

NA = Not Applicable

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Montana Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Specific field standards were reported in 1998.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or

A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;

or

A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state based on independent review by a commercial transcript analysis agency.

In addition, candidates who have not been Nebraska residents for the previous 5 years must undergo a fingerprint check or police record examination, meet Human Relations Training and Special Education Competencies, meet a recency requirement, and be recommended by a state institution.

Assessments Offered: ETS Praxis, and NCS

Basic Skills Exams (7)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
 Computer-Based Test (CBT): Reading, Writing, and Mathematics
 Content Mastery Exam for Educators (Basic Skills)

Professional Knowledge Exams

None Required

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching Candidates Passing State Required Assessments, by Teacher Preparation Program

All candidates from Nebraska are required to pass state basic skills competency assessments before admission to a teacher education program. No other tests are currently required for certification.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Nebraska offers the following options that allow individuals failing to fulfill all requirements to teach: (1) A Provisional Teaching Certificate may be issued to individuals who have a BA level degree, but lack either completion of the teacher education phase or the recency requirement; (2) A Temporary Teaching Certificate may be issued to persons who are fully trained as teachers, but lack up to three of the "statutory" provisions (basic skills test, human relations training, or special education competencies); and (3) A Conditional Permit may be issued to a person who has met ALL requirements for a teaching certificate, but for whom the Nebraska State Patrol or the FBI have not issued a final report on the criminal background check (fingerprinting).

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	20,008	3,555	16,453
Total # of teachers with waivers	252	78	173
% of teachers with waivers	1.3	2.2	1.1

Waiver totals include full- and part-time teachers.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Nebraska Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

No information.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
 - A valid teaching certificate from a state with which Nevada has a reciprocity agreement.
- In addition, candidates must undergo a fingerprint check or police record examination.

Assessments Offered: ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams (2)

Principles of Learning and Teaching (PLT):
Grades K-6 or 7-12

Subject Matter and Pedagogy Exams (39)

Art: Content Knowledge and Art Making
Behavioral Sciences and Physical Science:
Pedagogy

Biology: Content Knowledge, Part 1, and
Pedagogy
Business Education

Chemistry: Content Knowledge (CT) and
Content Essays

Elementary Education: Curriculum, Instruction
& Assessment and Content Area Exercises
English Language, Literature, and Composition:
Essays and Pedagogy

French: Content Knowledge and Productive
Language Skills

General Science: Content Knowledge, Part 1, and
Content Essays
Health Education

Health and Physical Education: Content
Knowledge

Home Economics Education

Mathematics: Content Knowledge, Proofs, Models & Problems, Part 1, and Pedagogy
Music: Concepts & Processes and Content Knowledge

Physical Education: Content Education and Movement Forms—Analysis/Design

Psychology

Reading: Introduction to the Teaching of Reading

Social Studies: Content Knowledge and Analytic Essays

Spanish: Content Knowledge and Productive Language Skills

Teaching Speech to Students with Language Impairments

Speech Drama

Speech Communication

Technology Education

Special Education: Knowledge-Based Core Principles

World and US History

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (2 institutions with programs)

	University of NV-Las Vegas			University of NV-Reno		
	T	%	R	T	%	R
T = Took Test						
% = Percent Passing						
R = Rank						
CBT = Computer-Based Testing						
PPST = Pre-Professional Skills Test						
BASIC SKILLS						
PPST: Mathematics	38	81				
PPST: Reading	38	89				
PPST: Writing	39	72				
CBT: Mathematics	19	95				
CBT: Reading	15	93				
CBT: Writing	16	75				
PROFESSIONAL KNOWLEDGE						
Professional Knowledge	28	71	2	22	95	1
PLT: Grades K-6						
PLT: Grades 7-12						
SUBJECT MATTER & PEDAGOGY						
Art Making						
Art: Content Knowledge						
Art: Content, Traditions, Criticism and Aesthetics						
Biology: Content Knowledge, Part 1						
Biology: Pedagogy						
Business Education						
Chemistry: Content Knowledge (CT)						
Chemistry: Content Essays						
Elementary Education: Content Area Exercises	41	85	2	39	92	1
Elementary Education: Curriculum, Instruction, and Assessment	41	93	1	38	92	2
Engl. Lang., Lit., and Comp.: Content Knowl.						
Engl. Lang., Lit., and Comp.: Essays						
French: Content Knowledge						
French: Productive Language Skills						
General Science: Content Knowledge, Part 1						
General Science: Content Essays						
Health Education						
Health and Physical Education: Content Knowledge						
Home Economics Education						
Introduction to the Teaching of Reading						
Mathematics: Content Knowledge	13	23				

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

T = Took Test
% = Percent Passing
R = Rank

	University of NV-Las Vegas			University of NV-Reno		
	T	%	R	T	%	R
Mathematics: Pedagogy						
Music: Concepts and Processes						
Music: Content Knowledge						
Physical Education: Content Education						
Physical Education: Movement Forms-Analysis/Design						
Physical Science: Pedagogy						
Psychology						
Social Studies: Content Knowledge						

T = Took Test
% = Percent Passing
R = Rank

	University of NV-Las Vegas			University of NV-Reno		
	T	%	R	T	%	R
Social Studies: Analytical Essays						
Spanish: Content Knowledge	11	91				
Special Education: Knowledge-Based Core Principles	14	100				
Speech Communication						
Teaching Speech to Students with Language Impairments						
Technology Education						
World and US History						

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Nevada regulations provide a description of the case of Emergency Relief from regulations.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	18,396	11,411	6,062
Total # of teachers with waivers	197	50	126
% of teachers with waivers	1.1	0	2.1

Note: Total teachers is from 1998-99 school year and number with waivers is from 1997-98 school year data. Refers to teachers teaching out of field as per NAC 391.146.

Waiver totals include full- and part-time teachers.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Nevada Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards are reviewed every 8 years. The standards apply to the following fields: English/Language Arts, Mathematics, Social Studies, Science, Arts, Foreign Language, Elementary Education, and Middle Grades Education.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;
- or
- A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
- A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
- A valid teaching certificate from a state with which New Hampshire has a reciprocity agreement.

Assessments Offered: ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams

None Required

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching Candidates Passing State Required Assessments, by Teacher Preparation Program

The New Hampshire Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The New Hampshire Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

No information.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree from an accredited college or university; or
- A bachelor's degree in the liberal arts or sciences for elementary education; or
- A bachelor's degree in the subject teaching field; or
- Successful completion of either the Provisional Teacher Program—Alternate Route, or completion of a state-approved college teacher training program and 1 year of full-time teaching under a valid Provisional License, or completion of a state-approved college teacher training program and 1 year of full-time teaching under a valid out-of-state license.
- In addition, candidates must be U.S. citizens.

Assessments Offered: ETS Praxis

Basic Skills Exams

None Required

Professional Knowledge Exams

None Required

Subject Matter and Pedagogy Exams (21)

Art: Content Knowledge
Business Education
Biology: Content Knowledge, Part 2
Chemistry: Content Knowledge
Earth Science: Content Knowledge
English Language, Literature & Composition: Content Knowledge
French: Content Knowledge
General Science: Content Knowledge, Parts 1 & 2
German: Content Knowledge
Home Economics Education
Introduction to the Teaching of Reading
Mathematics: Content Knowledge
Marketing Education
Music: Content Knowledge
Physical Education: Content Knowledge
Physics: Content Knowledge
Spanish: Content Knowledge
Speech Communication
Social Studies: Content Knowledge
Technology Education

Proportion of Teaching State Candidates Passing State Required Assessments, by Teacher Preparation Program

The New Jersey Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of New Jersey offers Emergency Licensure to teachers teaching English as a Second Language, Bilingual/Bicultural Education, and Special Education. These licenses are issued at the request of the hiring district after providing evidence that it has properly advertised for the vacancy and no suitable licensed teacher applied for the position. These licenses expire in July of the academic year in which they are issued and the emergency licensed teacher is expected to complete academic study aimed toward completing all requirements for full licensure.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	89,204	*	*
Total # of teachers with waivers	1,014	*	*
% of teachers with waivers	1.1	NA	NA

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Bilingual (272)	English as a Second Language (230)	Teacher of the Handicapped (511)

Waiver totals include full- and part-time teachers.

* Data not reported.

NA = Not Applicable

Teacher Standards

Teacher standards were approved of between 1986 and 1989, and are currently being revised. The standards apply to all licensure and endorsement areas.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area and completion of a state-approved teacher preparation program; or
 - A valid teaching certificate from a state with which New Mexico has a reciprocity agreement.
- In addition, candidates must pass a state-prescribed assessment and undergo a fingerprint background check.

Assessments Offered: ETS Praxis and NES New Mexico Teacher Assessments (NMTA)

Basic Skills Exams (4)

Core Battery: General Knowledge and Communication Skills

AS OF JULY 1, 1999:

New Mexico Assessment of Teacher Basic Skills

New Mexico Assessment of Teacher General Knowledge

Professional Knowledge Exams (2)

Core Battery Test: Professional Knowledge

AS OF JULY 1, 1999:

New Mexico Assessment of Teacher Competency

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (7 institutions with programs)

T = Took Test
% = Percent Passing
R = Rank

	College of Santa Fe		College of the Southwest		Eastern New Mexico University Main Campus		New Mexico Highlands University		New Mexico State University Main Campus		University of New Mexico Main Campus		Western New Mexico University									
	T	%	T	%	T	%	T	%	T	%	T	%	T	%								
BASIC SKILLS																						
Communication Skills	91	87	5	86	94	2	203	88	4	145	75	7	320	95	1	603	92	3	162	79	6	
General Knowledge	97	82	4	89	85	3	226	79	5	169	60	7	333	88	1	612	88	2	180	65	6	
PROFESSIONAL KNOWLEDGE																						
Professional Knowledge	96	100	1	85	99	6	190	100	1	126	98	7	311	100	4	584	100	3	128	99	5	

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of New Mexico allows school superintendents to employ individuals who have not completed some or all of the specific licensing requirements for the type of license sought. This 1-year Emergency License requires that an individual remove any deficiencies while teaching. In addition, a school superintendent may employ an individual with a valid New Mexico teaching license for the grade level being taught but who is assigned to teach a subject for which there is no current endorsement. The teacher is granted a Waiver of Assignment and must remove any deficiencies while teaching.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	35,028	30,976	4,052
Total # of teachers with waivers	1,994	1,794	200
% of teachers with waivers	5.7	5.8	4.9

Waiver totals include full- and part-time teachers for 1997-98.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The New Mexico Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

No information.

General Certification and Licensure Requirements

The Provisional Certificate is granted with the fulfillment of the following sets of conditions:

- A bachelor's degree in a subject area, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area, and the completion of specific credit-hour requirements for general and professional education course work; or
 - A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
 - A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
 - A valid teaching certificate from a state with which New York has a reciprocity agreement.
- In addition, for a Provisional Certificate, candidates must pass a state-prescribed assessment, have U.S. citizenship status, have good moral character, and attend a Child Abuse Workshop.

Assessments Offered: NES New York State Teacher Certification Exams (NYSTCE)

Basic Skills Exams (1)

Liberal Arts and Sciences (NES)

Professional Knowledge Exams (3)

Assessment of Teaching Skills, Written (NES)
Professional Knowledge: Elementary & Secondary

Subject Matter and Pedagogy Exams (24)

All are offered by NES

Biology	Other Languages
Cantonese	French
Chemistry	German
Early Childhood	Greek
Annotation	Hebrew
Earth Science	Italian
Elementary Education	Japanese
English	Latin
English Language Proficiency Assessment	Mandarin
English Language Proficiency	Mathematics
English Language Proficiency	Physics
Assessment for Classroom Personnel (ELPA-C)	Russian
English to Speakers of	Social Studies
	Spanish
	Target Language Proficiency Assessment ¹

¹ Teachers of English to speakers of other languages (ESOL) must pass all basic NYSTCE tests as well as the English Language Proficiency Assessment (ELPA-C). Bilingual extension of any certificate requires that a Target Language Proficiency Assessment (TLPA) in the language instruction and the ELPA-C be passed, as well as the tests for the base certificate. TLPAs are offered in many languages.

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (113 institutions with programs)

	Adelphi University		Alfred University		Alfred Univ./NYS College of Ceramics		Bank Street College of Education		Barnard College		Borjua College		Canisius College		Colgate University		College of Mount St. Vincent		College of New Rochelle									
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%								
BASIC SKILLS																												
Liberal Arts and Sciences	433	76	90	75	97	26	*	167	94	42	20	100	1	82	28	105	210	94	42	20	100	1	47	83	78	272	68	94
PROFESSIONAL KNOWLEDGE																												
Assessment of Teaching Skills, Written	361	84	90	38	97	45	*	161	99	30	22	100	1	47	51	104	201	99	30	18	100	1	38	92	72	192	74	97
Professional Knowledge																												
SUBJECT MATTER & PEDAGOGY¹	204	83	42	*									15	67	66	39	72	62										

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

	College of St. Rose		Columbia Teachers College		Concordia College		Cornell University		Cornell Univ./NYS College of Agriculture		Cornell Univ./NYS College of Human Ec.		Daemen College		Dominican College of Blauvelt		Dowling College		D'Youville College							
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%						
BASIC SKILLS																										
Liberal Arts and Sciences	335	97	26	347	97	26	16	100	1	*			13	100	1	35	89	69	698	91	64	175	93	51		
PROFESSIONAL KNOWLEDGE																										
Assessment of Teaching Skills, Written	301	98	37	354	97	45	16	100	1	*			13	100	1	20	95	59	588	95	59	174	95	59		
Professional Knowledge																										
SUBJECT MATTER & PEDAGOGY	32	81	51	113	91	24													92	82	48	10	80	53		

¹ All subject knowledge data in these tables consists of cumulative performance data on specific subject matter exams, as well as language proficiency assessments.

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Elmira College		Five Towns College		Fordham-Lincoln Ctr./Rose Hill		Forham Univ.-Tarrytown		Hartwick University		Hobart William Smith College		Hofstra University		Houghton University		Iona-New Rochelle Univ.					
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%				
BASIC SKILLS																						
Liberal Arts and Sciences	96	98	16	*	165	87	73	39	100	1	26	92	56	398	95	36	51	98	16	197	86	75
PROFESSIONAL KNOWLEDGE																						
Assessment of Teaching Skills, Written	111	99	30	*	160	92	72	39	100	1	21	100	1	374	95	59	50	100	1	171	92	72
Professional Knowledge																						
SUBJECT MATTER & PEDAGOGY					137	91	24						254	93	15					55	89	33

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	Iona-Rockland University		Ithaca College		Keuka College		Le Moyne College		LIU ² Brentwood		LIU: Brooklyn		LIU: C.W. Post		LIU: Rockland		LIU: Southampton		LIU: Westchester											
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%										
BASIC SKILLS																														
Liberal Arts and Sciences	29	94	42	25	96	33	33	91	64	112	97	26	18	89	69	283	45	102	485	88	71	31	94	42	94	92	56	81	65	96
PROFESSIONAL KNOWLEDGE																														
Assessment of Teaching Skills, Written	26	90	81	25	96	54	32	100	1	101	100	1	20	90	81	221	61	101	462	94	64	28	100	1	100	98	37	62	79	95
Professional Knowledge																														
SUBJECT MATTER & PEDAGOGY					15	100	1	29	83	42			157	71	63	133	85	41							13	92	36	38	87	36

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

² LIU - Long Island University

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

BASIC SKILLS

Liberal Arts and Sciences

PROFESSIONAL KNOWLEDGE

Assessment of Teaching Skills, Written

Professional Knowledge

SUBJECT MATTER & PEDAGOGY

	Manhattan College		Manhattanville College		Marist College		Marymount College		Manhattan Coll.		Medaille University		Mercy-Bronx College		Mercy-Dobbs Ferry College		Mercy-Yorktown Heights College		Molloy College										
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%									
	86	86	75	156	97	26	93	96	33	26	62	97	15	73	92	83	64	80	83	65	75	91	12	92	56	89	82	80	
	79	92	72	149	98	37	47	100	1	27	96	54	14	100	1	88	98	37	56	84	90	65	88	14	93	70	81	91	79
	13	69	65	73	96	7				31	94	13										12	92	20			21	90	30

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

BASIC SKILLS

Liberal Arts and Sciences

PROFESSIONAL KNOWLEDGE

Assessment of Teaching Skills, Written

Professional Knowledge

SUBJECT MATTER & PEDAGOGY

	Mount Saint Mary College		Nazareth College of Rochester		New School of Social Research		New York Institute of Technology-Metro Center		NY Institute of Technology-Old Westbury		New York University		Niagara University		Nyack College		PACE: Univ. New York		PACE: Univ. Plesantville											
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%										
	137	93	51	299	92	56	57	95	36	13	46	101	75	84	77	357	92	56	213	94	42	18	78	85	94	90	66	128	92	56
	107	97	45	252	98	37	54	93	70	*			55	91	79	340	95	59	196	96	54	19	89	84	75	85	88	133	98	37
	22	91	24	131	95	12				14	79	55	176	91	24	23	78	57							24	83	42	36	83	42

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

	PACE: Univ. White Plains		Pratt Institute		Kenselae Polytechnic Institute		Roberts Wesleyan Coll.		Rochester Institute of Technology		Russell Sage College		Saint Bonaventure University		Saint Francis College		Saint John Fisher College		Saint John's Jamaica Univ.										
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%									
BASIC SKILLS																													
Liberal Arts and Sciences	*		21	52	99	13	100	1	50	98	16	*		58	93	51	104	94	42	63	67	95	24	100	1	436	77	87	
PROFESSIONAL KNOWLEDGE																													
Assessment of Teaching Skills, Written	*		20	60	102	12	100	1	56	100	1	10	90	81	58	98	37	95	99	30	45	69	98	35	94	64	395	84	90
Professional Knowledge																													
SUBJECT MATTER & PEDAGOGY																													
									12	100	1			10	80	53	17	76	59	16	81	51					180	82	48

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

	St. John's Staten Island University		Saint Joseph's Main College		St. Joseph's Suffolk College		Saint Lawrence Univ.		Saint Thomas Aquinas		Sarah Lawrence Coll.		School of Visual Arts		Stena College		Skidmore College		Syracuse University											
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%										
BASIC SKILLS																														
Liberal Arts and Sciences	90	82	80	78	81	82	286	96	33	15	100	1	109	92	56	13	100	1	19	95	36	44	98	16	21	100	1	122	98	16
PROFESSIONAL KNOWLEDGE																														
Assessment of Teaching Skills, Written	85	92	72	97	94	64	250	99	30	15	100	1	92	96	54	11	100	1	20	75	96	36	97	45	21	100	1	111	100	1
Professional Knowledge																														
SUBJECT MATTER & PEDAGOGY																														
	56	77	58							28	96	7																38	92	20

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Syracuse Univ/ NYS College Env/ Sci. Forestry		Touro College		Union College		University of Rochester		Utica College of Syracuse University		Vassar College		Wagner College		Wells College		Yeshiva University		CUNY: Baruch						
	T	%	R	%	T	%	R	%	T	%	T	%	R	%	T	%	T	%	T	%					
BASIC SKILLS																									
Liberal Arts and Sciences	*		82	77	87	38	100	1	48	100	1	26	92	56	90	66	94	42	29	97	26	71	77	87	
PROFESSIONAL KNOWLEDGE																									
Assessment of Teaching Skills, Written	*		75	80	93	38	100	1	46	100	1	25	100	1	96	64	15	100	1	16	100	1	69	86	87
Professional Knowledge																									
SUBJECT MATTER & PEDAGOGY																									
						47	91	24	17	100	1				23	91	24			16	88	34	21	86	39

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	CUNY: Brooklyn		CUNY: Graduate Center		CUNY: City		CUNY: Hunter		CUNY: Herbert Lehman		CUNY: Medgar Evers		CUNY: Queens		CUNY: Staten Island		CUNY: York		SUNY: Albany									
	T	%	R	%	T	%	R	%	T	%	T	%	T	%	T	%	T	%	T	%								
BASIC SKILLS																												
Liberal Arts and Sciences	752	71	94		1109	40	104	339	78	85	404	59	98	162	41	103	716	88	71	276	83	78	150	52	99	227	98	16
PROFESSIONAL KNOWLEDGE																												
Assessment of Teaching Skills, Written	607	80	93	*	763	49	105	313	88	86	293	68	99	120	58	103	608	92	72	257	89	84	119	63	100	202	97	45
Professional Knowledge																												
SUBJECT MATTER & PEDAGOGY	199	79	55		290	70	64	130	92	20	73	75	60	16	75	60	271	93	15	111	87	36	14	93	15	111	93	15

³ CUNY - City University of New York

⁴ SUNY - State University of New York

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	SUNY: Binghamton		SUNY: Buffalo		SUNY: Stony Brook		SUC: Brockport		SUC: Buffalo		SUC: Cortland		SUC: Fredonia		SUC: Geneseo		SUC: New Paltz		SUC: Old Westbury											
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%										
BASIC SKILLS																														
Liberal Arts and Sciences	43	98	16	212	95	36	122	98	16	221	93	51	475	95	36	370	98	16	193	98	16	345	99	15	447	94	42	172	79	84
PROFESSIONAL KNOWLEDGE																														
Assessment of Teaching Skills, Written	42	100	1	228	94	64	111	100	1	209	96	54	431	97	45	389	98	37	221	100	1	312	100	1	437	97	45	142	92	72
Professional Knowledge																														
SUBJECT MATTER & PEDAGOGY	27	96	7	54	96	7	119	90	30	74	92	20	137	83	42	96	86	39	120	93	15	43	98	5	109	96	7	36	83	42

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	SUC: Oneonta		SUC: Oswego		SUC: Plattsburg		SUC: Potsdam					
	T	%	T	%	T	%	T	%				
BASIC SKILLS												
Liberal Arts and Sciences	427	93	51	391	95	36	264	97	26	263	94	42
PROFESSIONAL KNOWLEDGE												
Assessment of Teaching Skills, Written	264	97	45	384	97	45	243	99	30	246	99	30
Professional Knowledge												
SUBJECT MATTER & PEDAGOGY	107	94	13	137	82	48	45	98	5	76	88	34

§ SUC - State University of New York College

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of New York will issue a Temporary License, valid for 1 year, to employ an uncertified teacher when no certified and qualified teacher is available after documented recruitment. The uncertified person must have the minimum degree required in the certification area, and must be enrolled in a collegiate program leading toward certification by the beginning of the semester following initial employment. Twenty percent of the uncertified teacher's assignment will be used for planning, preparation, and training. The uncertified teacher will work under the guidance of a person who does hold a permanent teaching certificate. New York also allows certified teachers to teach outside of their current subject certification based on an Incidental Teaching Assignment. The period of incidental teaching must not exceed 5 classroom hours per week.

Waiver Rates

State Totals In High-Poverty Districts In Low-Poverty Districts

Total # of teachers	214,309	*	*
Total # of teachers with waivers	19,539	*	*
% of teachers with waivers	9.1	NA	NA

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Reading (11.5%)	Health Education (21.5%)	Learning Technology (75.2%)
English (10.4%)	Agriculture (18.6%)	Humanities (20.8%)
Foreign Language (12.3%)	Home Economics (17.6%)	Dance (33.1%)
Bilingual (30.8%)	Technology (25.8%)	Theater (75.4%)
ESL (18.8%)	Trade Education (31.7%)	Combination Courses (16.9%)
Math (10.4%)	Technical Education (65.2%)	General Cooperative Work (48.8%)
Science (13%)	Health Occupations (30.7%)	Business/Mkt. (10.6%)
Social Studies (9.8%)	Occupational Education-General (19.9%)	
Art/Music (25.9%)	Coop. Occupational Education (53%)	

The above data include only classroom teachers and are valid for the 1996-97 school year.

* Data not reported.

NA = Not Applicable

Teacher Standards

Revised teacher standards were approved as of May 1998. The standards apply to all teaching fields.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;
Satisfactory performance on NTE/Praxis exams.

In addition, candidates must have a recommendation from the Local Education Agency in which student teaching was completed (for in-state program completers), a recommendation from the institution of higher education, and complete a technology portfolio and the Essential Technology Skills Inventory (for in-state program completers).

Assessments Offered:

ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams (3)

Principles of Learning & Teaching (PLT): Grades K-6, 5-9, or 7-12

Subject Matter & Pedagogy Exams (48)

Art: Content, Traditions, Criticism & Aesthetics,
Content Knowledge, and Art Making
Biology: Content Knowledge, Part 1, Content Essays, and Pedagogy
Business Education
Chemistry: Content Knowledge and Content Essays
Earth/Space Science Education of Students with Mental Retardation

Elementary Education: Curriculum, Instruction & Assessment and Content Area Exercises
English Language, Literature & Composition:
Content Knowledge, Content Essays, and Pedagogy
French: Content Knowledge and Productive Language Skills

General Science: Content Essays, Content Knowledge, Parts 1 & 2

German Health Home Economics Education Introduction to the Teaching of Reading Marketing Education Mathematics: Content Knowledge and Pedagogy

Music: Analysis, Concepts & Processes, and Content Knowledge
Physical Education: Content Knowledge and Movement Forms - Analysis/Design
Physical Science: Pedagogy
Physics Reading Specialist

Science (Comprehensive 9-12)

Social Studies: Content Knowledge, Analytical Essays, and Interpretation of Materials
Spanish: Content Knowledge and Productive Language Skills
Special Education Speech Communication

Teaching English as a Second Language
Teaching Students with Emotional Disturbance
Teaching Students with Learning Disabilities
Teaching Students with Visual Impairments
Technology Education

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

The North Carolina Department of Public Instruction reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of North Carolina allows skilled individuals outside of the public education system to be employed as a teacher while completing an approved teacher education program with a Lateral Entry License. The initial Lateral Entry License is valid for up to two school years and can be extended for up to 3 years if the holder earns a minimum number of semester hours of credit per year. In addition, Provisional Licenses for Out-of-Field Assignments can be requested by the employing school system. Issued for 1 year, the Provisional License requires the holder to complete prescribed course work and meet any other requirements, which must be completed within 5 years of the first effective date of the license.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	68,238	36,523	31,715
Total # of teachers with waivers	6,368	3,652	2,716
% of teachers with waivers	9.3	10.0	8.6

Waiver totals include full-time teachers only.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The North Carolina Department of Public Instruction reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards apply to all aspects of teacher education.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 A bachelor's degree in a subject area along with the completion of a state-approved teacher preparation program;

or

A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or

A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program.

In addition, an individual must undergo a fingerprint check or police record examination, have a grade point average of 2.50 or above, and have three positive recommendations from the institution.

Assessments Offered

North Dakota does not require assessments.

Proportion of Teaching Candidates Passing State Required Assessments, by Teacher Preparation Program

North Dakota does not require assessments at this time, therefore no program reports are available.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of North Dakota grants Interim Certificates in cases where schools have documented a shortage of regularly certified teachers and a diligent effort to attract and hire regularly certified teachers.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	8,653	1,033	5,214
Total # of teachers with waivers	7	1	6
% of teachers with waivers	0.1	0.1	0.1

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Industrial Technology (1.8%)	Business (15.4%)	Art (0.8%)
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Waiver totals include full- and part-time teachers.

Teacher Standards

Teacher standards were approved as of November 1996. The standards apply to all fields.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work; or
- A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
- A valid teaching certificate from a state with which Ohio has a reciprocity agreement.

Assessments Offered:

ETS Praxis

Basic Skills Exams

None Required

Professional Knowledge Exams (3)

Principles of Learning and Teaching (PLT):
Grades K-6, 5-9, or 7-12

Subject Matter and

Pedagogy Exams (34)

Art: Content Knowledge
 Biology: Content Knowledge, Parts 1 & 2
 Biology & General Science
 Business Education
 Chemistry: Content Knowledge
 Chemistry, Physics & General Science
 Early Childhood Education
 Earth Science: Content Knowledge
 Elementary Education Curriculum, Instruction & Assessment
 English: Content Knowledge
 French: Content Knowledge and Productive Language Skills

General Science: Content Knowledge, Parts 1 & 2

German: Content Knowledge and Productive Language Skills
 Health Education
 Home Economics Education
 Introduction to the Teaching of Reading
 MC Language Arts, Mathematics, Science, and Social Studies
 Marketing Education

Mathematics: Content Knowledge

Music: Content Knowledge

Physical Education: Content Knowledge

Physics: Content Knowledge

Social Studies: Content Knowledge

Special Education: Application of Core Principles

Across Categories of Disability and Knowledge-Based Core Principles

Teaching English as a Second Language

Teaching Visually Handicapped Students

Performance Assessments (2)

Praxis III: Classroom Performance Assessment for Beginning Teachers
 Pathwise

Please note: These performance tests have been implemented across the state in various pilot projects to assess the validity and reliability for use in Ohio.

In addition, an individual must undergo a fingerprint check or police record examination, pass state-prescribed course work, and complete the Entry Year Mentoring Program.

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (49 institutions with programs)

T = Took Test
% = Percent Passing
R = Rank

	Antioch College		Ashland University		Baldwin-Wallace College		Bluffton College		Bowling Green State University		Capital University		Case Western Reserve University		Cedarville College		Central State University		Cleveland State University		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
BASIC SKILLS																					
General Knowledge		88		97		99		96		98		95				99		43			90
PROFESSIONAL KNOWLEDGE																					
Professional Knowledge		98		99		100		99		99		98				99		64			97
SUBJECT MATTER & PEDAGOGY																					
Art Education										96											100
Biology																					
Biology and General Science										100											100
Business Education										100											100
Chemistry																					
Chemistry, Physics, and General Science																					
Early Childhood Education				100						100											100
Education in the Elementary School		97		98		100		100		100		97				100		65			92
Education of Students with Mental Retardation				97						97											97
French																					
General Science																					
Health Education										100											
Home Economics Education																					
Introduction to the Teaching of Reading				97		100				100		87									94

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Antioch College		Ashland University		Baldwin-Wallace College		Bluffton College		Bowling Green State University		Capital University		Case Western Reserve University		Cedarville College		Central State University		Cleveland State University		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
Mathematics									95	5											
Marketing Education									100	1											
Physical Education									100	1											
Social Studies									100	1										90	10
Spanish									88	3											
Teaching Students with Emotional Disturbance									94	5											
Teaching Students with Learning Disabilities			100	1	100	1	100	1	100	1										100	1
Teaching English as a Second Language																					
Teaching Students with Visual Impairments																				100	1
Technology Education																					

T = Took Test
% = Percent Passing
R = Rank

	College of Mt. Saint Joseph		The College of Wooster		The Defiance College		Denison University		Franciscan University of Steubenville		Heidelberg College		Hiram College		John Carroll University		Kent State University (Main Campus)		Lake Erie College				
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%			
BASIC SKILLS																							
General Knowledge	99	15	100	1	89	46	96	28	98	16	94	37	100	1	99	7	98	20			95	33	
PROFESSIONAL KNOWLEDGE																							
Professional Knowledge	97	36	100	1	94	47	95	44	98	33	96	39	100	1	100	1	100	1			100	1	
SUBJECT MATTER & PEDAGOGY																							
Art Education																		97	5				

T = Took Test
% = Percent Passing
R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	College of Mr. Saint Joseph		The College of Wooster		The Defiance College		Denison University		Franciscan University of Steubenville		Heidelberg College		Hiram College		John Carroll University		Kent State University (Main Campus)		Lake Erie College		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
	R = Rank		%		%		%		%		%		%		%		%		%		
Biology																					
Biology and General Science																					
Business Education																		95	8		
Chemistry																					
Chemistry, Physics, and General Science																					
Early Childhood Education																					
Education in the Elementary School	98	22			96	34			98	26	95	37	100	1	100	1	100	1	95	35	
Education of Students with Mental Retardation																		98	12		
French																					
General Science																					
Health Education																					
Home Economics Education																					
Introduction to the Teaching of Reading	100	1													93	14	96	10			
Mathematics																	100	1			
Marketing Education																	100	1			
Physical Education																	100	1			
Social Studies																	96	7			
Spanish																					
Teaching Students with Emotional Disturbance																		100	1		
Teaching Students with Learning Disabilities													100	1							

T = Took Test
% = Percent Passing
R = Rank



Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	College of Mr. Saint Joseph		The College of Wooster		The Defiance College		Denison University		Franciscan University of Steubenville		Heidelberg College		Hiram College		John Carroll University		Kent State University (Main Campus)		Lake Erie College		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
T = Took Test																					
% = Percent Passing																					
R = Rank																					
Teaching English as a Second Language																					
Teaching Students with Visual Impairments																					
Technology Education																					

	Lourdes College		Malone College		Marietta College		Miami University		Mount Union College		Mount Vernon Nazarene College		Muskingum College		Notre Dame College		Ohio Dominican College		Ohio Northern University		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
BASIC SKILLS																					
General Knowledge	80	48	92	42	97	22	99	13	99	12	100	1	99	13	93	38	91	44	98	16	
PROFESSIONAL KNOWLEDGE																					
Professional Knowledge	100	1	100	1	97	36	99	20	99	20	100	1	99	20	100	1	95	44	100	1	
SUBJECT MATTER & PEDAGOGY																					
Art Education								100	1												
Biology																					
Biology and General Science																					
Business Education																					
Chemistry																					
Chemistry, Physics, and General Science																					
Early Childhood Education	100	1			100	1			100	1											
Education in the Elementary School			100	1	100	1	99	21	98	24	100	1	100	1			95	37	100	1	

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Lourdes College		Malone College		Marietta College		Miami University		Mount Union College		Mount Vernon Nazarene College		Muskingum College		Notre Dame College		Ohio Dominican College		Ohio Northern University		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
Education of Students with Mental Retardation							100	1										92	16		
French																					
General Science							100	1													
Health Education							100	1													
Home Economics Education																					
Introduction to the Teaching of Reading						100	1	97	9												
Mathematics								100	1												
Marketing Education																					
Physical Education								100	1												
Social Studies								94	9								90	10			
Spanish								91	1												
Teaching Students with Emotional Disturbance								100	1												
Teaching Students with Learning Disabilities							100	1	100	1		100	1	100	1						
Teaching English as a Second Language																		100	1		
Teaching Students with Visual Impairments																					
Technology Education																					

T = Took Test

% = Percent Passing

R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	The Ohio State University		Ohio Univ.-Athens		Ohio Wesleyan University		Oberlin College		Shawnee State University		University of Akron (Main)		University of Cincinnati (Main)		University of Dayton		University of Findlay		University of Rio Grande			
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%		
BASIC SKILLS																						
General Knowledge	97	24	99	11	100	1	98	16	93	38	94	35	95	34	98	21	91	43				
PROFESSIONAL KNOWLEDGE																						
Professional Knowledge	99	20	100	1	100	1	100	1	95	44	99	20	96	39	100	1	91	48				
SUBJECT MATTER & PEDAGOGY																						
Art Education	90	7											100	1								
Biology																						
Biology and General Science	100	1									100	1										
Business Education											90	3										
Chemistry																						
Chemistry, Physics, and General Science																						
Early Childhood Education	100	1											100	1								
Education in the Elementary School	100	1	100	1	100	1	100	1	91	43	98	25	95	36	100	1	96	31				
Education of Students with Mental Retardation	100	1	100	1							100	1	100	1	100	1						
French																						
General Science																						
Health Education	100	1	100	1							100	1										
Home Economics Education																						
Introduction to the Teaching of Reading	100	1	100	1							92	15			95	12						
Mathematics	95	5	91	7							67	9			100	1						
Marketing Education	100	1	100	1																		

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	The Ohio State University		Ohio Univ.-Athens		Ohio Wesleyan University		Oberlin College		Shawnee State University		University of Akron (Main)		University of Cincinnati (Main)		University of Dayton		University of Findlay		University of Rio Grande	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Physical Education																				
Social Studies		100		100								100	10			90	8			
Spanish		84		4														58	6	
Teaching Students with Emotional Disturbance																				
Teaching Students with Learning Disabilities		100		100																
Teaching English as a Second Language		100		100																
Teaching Students with Visual Impairments																				
Technology Education																				

T = Took Test
% = Percent Passing
R = Rank

	University of Toledo		Urban University		Ursuline College		Walsh University		Wilmington College		Wittenberg College		Wright State University		Xavier University		Youngstown State University	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
BASIC SKILLS																		
General Knowledge		95		32		100		96		95		100		99		95		92
PROFESSIONAL KNOWLEDGE																		
Professional Knowledge		99		20		100		96		100		100		100		99		96
SUBJECT MATTER & PEDAGOGY																		
Art Education																		
Biology																		

T = Took Test
% = Percent Passing
R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	University of Toledo		Urbana University		Ursuline College		Walsh University		Wilmington College		Wittenberg College		Wright State University		Kavler University		Youngstown State University		
	T	%	R	T	%	R	T	%	R	T	%	R	T	%	R	T	%	R	
Biology and General Science		95	7															100	1
Business Education																			
Chemistry																			
Chemistry, Physics, and General Science																			
Early Childhood Education	90	14											100	1					
Education in the Elementary School	95	39		92	42	96	32	92	41	100	1	100	1	97	27	100	1	100	1
Education of Students with Mental Retardation	100	1												100	1			100	1
French																			
General Science														100	1				
Health Education														100	1			100	1
Home Economics Education																			
Introduction to the Teaching of Reading	92	15														90	17	100	1
Mathematics																			
Marketing Education														100	1				
Physical Education														100	1			100	1
Social Studies	100	1												100	1			83	13
Spanish	90	2																	
Teaching Students with Emotional Disturbance																100	1	100	1
Teaching Students with Learning Disabilities	100	1												98	22			96	23

T = Took Test

% = Percent Passing

R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	University of Toledo		Urbana University		Ursuline College		Walsh University		Williamson College		Wittenberg College		Wright State University		Xavier University		Youngstown State University		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
T = Took Test																			
% = Percent Passing																			
R = Rank																			
Teaching English as a Second Language		100	1											100	1				
Teaching Students with Visual Impairments																			
Technology Education																			

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The Ohio Department of Education does issue Temporary Certificates to school districts if a fully-certified teacher is not available, however, to teach out-of-field full-time, the person must hold certification in another area and have 20 semester hours of course work in the out-of-field area.

Waiver Rates

The Ohio Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved as of 1997. The standards apply to all fields and there are specific standards for the following fields: Arts, Business, Driver/Safety Education, Early Childhood Education, Elementary Education, English/Language Arts, Family/Consumer Sciences, Foreign Language, Mathematics, Middle Level Education, Physical Education/Health/Safety, Science, Social Studies, Special Education, Technology Education, Vocational-Technical. The competencies fall into three areas: (1) General education competencies demonstrating mastery of a liberal arts field of study as well as critical thinking; (2) General teacher competencies based on the 10 Council for Chief State School Officers' Interstate New Teacher Assessment and Support Consortium (INTASC) principles and Oklahoma statutory requirements, and (3) Subject area competencies aligned with the guidelines recommended by the National Learned Societies.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;

or
 A bachelor's degree from an accredited postsecondary institution, with specific credit-hour requirements for general education, professional education, and subject specialization course work; or
 A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or

Assessments Offered: NES Certification Examinations for Oklahoma Educators (CEOE)

Basic Skills Exams (1)

AFTER SEPTEMBER 1, 1999
Oklahoma General Education Test

Professional Knowledge Exams (4)

AFTER SEPTEMBER 1, 1999
Oklahoma Professional Teacher Examination (OPTe): Early Childhood Education (PK-3),

A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
 A valid teaching certificate from a state with which Oklahoma has a reciprocity agreement.
 In addition, candidates must undergo a fingerprint check or police record check (district option, per statute), must possess a Social Security number allowing a permit to work in the United States and must complete a criminal history questionnaire/assessment.

Elementary/Middle Level (1-8 or 5-9), Middle Level/Secondary (6-12 or 5-9), or Multi-Level (PK-12)

Subject Matter and

Pedagogy Exams (37 after 9/1/99)

Oklahoma Subject Area Tests (OSAT)

PRIOR TO SEPTEMBER 1, 1999

Algebra/Geometry Analytical Mathematics Art

Biological Sciences Business Education Business Foundation Calculus Chemistry Driver Safety Education Early Childhood Education (PK-3) Earth/Physical Science

Elementary Education Emotionally Disturbed Financial Concepts & Applications French German Grammar & Composition Health Hearing Impaired History Instrumental Music Journalism Latin Learning Disabilities Literature Mentally Handicapped Middle School Language Arts



SPECIFIC REQUIRED ASSESSMENTS, CONT'D...

Mathematics	Art	Middle Level English
Science	Biological Sciences	Middle Level/Intermediate Mathematics
Social Studies	Blind/Visual Impairment	Middle Level Science
Oklahoma History	Business Education	Middle Level Social Studies
Physical Education/Health/Safety	Chemistry	Mild-Moderate Disabilities
Physically Handicapped	Deaf/Hard of Hearing	Physical Education/Health/Safety
Physics	Driver/Safety Education	Physical Science
Psychology	Early Childhood Education	Physics
Reading Specialist	Earth Science	Psychology/Sociology
Social Studies	Elementary Education	Russian
Spanish	English	Severe-Profound/Multiple Disabilities
Speech and Drama	Family and Consumer Sciences	Spanish
Visually Impaired	French	Speech/Drama/Debate
Vocal Music	German	Technology Education
AFTER SEPTEMBER 1, 1999:	Instrumental/General Music	US History/OK History/Government/Economics
Advanced Mathematics	Journalism	Vocal/General Music
Agricultural Education	Latin	World History/Geography
	Marketing Education	

Proportion of Teaching Candidates Passing State Required Assessments, by Teacher Preparation Program (21 institutions with programs)

CEOE = Certification Examinations for Oklahoma Educators T = Took Test % = Percent Passing R = Rank	Westlyan College		Cameron University		East Central University		Langston University		Mid-America Bible College		Northwestern State University		Oklahoma Baptist University		Oklahoma Christian University of Science & Arts		Oklahoma City University													
	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R												
CEOE: Subject Matter Exams	46	78	13	289	75	17	650	85	6	112	61	22	16	63	21	1142	83	9	229	86	5	127	88	3	77	73	18	38	76	15

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

CEOE = Certification Examinations for Oklahoma Educators T = Took Test % = Percent Passing R = Rank	Oklahoma State University		Oklahoma State University		Phillips University		Oral Roberts University		Oklahoma State University		Southern Nazarene University		Southwestern Oklahoma State University		University of Central Oklahoma		University of Oklahoma		University of Science and Arts of Oklahoma										
	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R									
CEOE: Subject Matter Exams	95	71	20	805	81	11	103	2	28	93	1	619	76	16	121	79	12	493	81	10	1116	84	7	521	87	4	156	78	14

CEOE = Certification Examinations for Oklahoma Educators
T = Took Test
% = Percent Passing
R = Rank

CEOE: Subject Matter Exams	University of Tulsa	
	T	R
	107	83
	8	

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Oklahoma allows the issuance of Emergency Certificates in situations in which the district superintendent documents the need for acceptable teachers and the effort made to employ such a teacher. A teacher already certified in another subject can be issued an Emergency Certificate.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	47,655	*	*
Total # of teachers with waivers	281	146	95
% of teachers with waivers	0.6	NA	NA

Waiver totals include full- and part-time teachers.

* Data not reported.

NA = Not Applicable

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Oklahoma Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved as of 1996. The standards apply to all fields. There are specific standards for the following fields: Elementary Education, and Middle Grades Education.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, along with completion of a state-approved teacher preparation program; or

The post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program. In addition, an individual must undergo a fingerprint check or police record examination, have knowledge of state and federal laws prohibiting discrimination and possess an approved first-aid card.

Assessments Offered:

ETS Praxis, NES, and CBEST

Basic Skills Exams (9)

Pre-Professional Skills Tests (PPST): Reading,

Writing, and Mathematics

Computer-Based Test (CBT): Reading, Writing, and Mathematics

California Basic Educational Skills Test (CBEST): Reading, Writing, and Mathematics

Professional Knowledge Exams (1)

Professional Knowledge

Subject Matter and

Pedagogy Exams (54)

Agriculture

Art Education: Content Knowledge, Content, Traditions, Criticism & Aesthetics, and Art Making

Biology: Content Essays and Content Knowledge, Parts 1 & 2

Business Education

Chemistry: Content Essays and Content Knowledge

Chemistry, Physics & General Science

Communication Disorders

Early Childhood Education: Elementary Certification

Early Intervention/Special Education

Education of Students with Mental Retardation

English Language, Literature & Composition: Content Knowledge and Essays

French: Content Knowledge and Productive Language

General Science: Content Essays and Content Knowledge, Parts 1 & 2

German: Content Knowledge and Productive Language

Health Education

Hearing Impaired

Education of Deaf & Hard of Hearing Students

Home Economics Education

Mathematics: Content Knowledge, Pedagogy, and Proofs, Models & Problems, Parts 1 & 2

Middle School Mathematics: Content Knowledge Multiple Subjects Assessments for Teachers

(MSAT): Content Knowledge, Content Area Exercises, and Composite Score

Music: Analysis, Content Knowledge, and Concepts & Processes

Physical Education: Content Knowledge and Movement Forms—Analysis/Design and Video Evaluation

Physics: Content Essays and Content Knowledge

Social Studies: Analytical Essays, Content Knowledge, and Interpretation of Materials

Spanish: Content Knowledge and Productive Language Skills

Spanish: Content Knowledge and Productive Language Skills

SPECIFIC REQUIRED ASSESSMENTS, CONT'D...

SPECIFIC REQUIRED ASSESSMENTS, CONT'D...
 Special Education: Preschool/Early Childhood,
 Application of Core Principles Across

Categories of Disability, and Knowledge-Based
 Core Principles
 Vision Impaired
 Technology Education

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

The Oregon Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Oregon created a Transitional Teaching License as an alternative entry into the teaching profession. While teaching under this condition, an individual must meet all requirements for the Initial Teaching License by the expiration date. The Limited Teaching License was also created for highly specialized, short duration teaching assignments. The Limited Teaching Licenses may be renewed without meeting requirements for an Initial Teaching License, but the passage of basic skills tests is required.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	28,799	5,465	23,334
Total # of teachers with waivers	302	73	216
% of teachers with waivers	1.1	1.3	0.9

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Secondary (2.8%)	Secondary Special Education (6.3%)	Other (2.1%)
Secondary Music (3.9%)	Secondary Foreign Language (12.9%)	

Waiver totals include full- and part-time teachers.

Teacher Standards

Teacher standards were approved as of 1984. The standards apply to all fields. There are also specific standards for the following fields: English/Language Arts, Mathematics, Social Studies, Science, Arts, Foreign Language, and Elementary Education.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area, and the completion of a state-approved teacher preparation program; or
 - A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis.
- A valid teaching certificate from a state with which Pennsylvania has a reciprocity agreement.
- In addition, an individual must pass a state-prescribed assessment and have U.S. citizenship status.

Assessments Offered:

ETS Praxis

Basic Skills Exams (4)

Computer-Based Test (CBT): Reading and Writing (Vocational Education only)
Core Battery: General Knowledge and Communication Skills

Professional Knowledge Exams (2)

Principles of Learning and Teaching (PLT):
Grades K-6 or 7-12

Subject Matter and

Pedagogy Exams (39)

Accounting
Agriculture
Art: Content Knowledge
Biology & General Science
Biology: Content Knowledge, Parts 1 & 2
Chemistry: Content Knowledge
Chemistry, Physics & General Science
Communication
Cooperative Education
Data Processing
Early Childhood Education
Earth Science: Content Knowledge
Education of Deaf & Hard of Hearing Students
Elementary Education: Curriculum, Instruction & Assessment
English Language, Literature & Composition:
Content Knowledge

Environmental Education
Foreign Language: Pedagogy
French: Content Knowledge
German: Content Knowledge
Health Education
Health & Physical Education
Home Economics Education
Marketing
Marketing Education
Mathematics: Content Knowledge
Music: Content Knowledge
Office Technology
Physics
Reading Specialist
Safety/Driver Education
Secretarial
Social Studies: Content Knowledge
Spanish: Content Knowledge
Special Education: Application of Core Principles
Across Areas of Disability and Knowledge-Based Core Principles
Teaching Speech to Students with Language Impairments
Teaching Students with Visual Impairments
Technology Education

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (80 institutions with programs)

	Albright College		Allegheny College		Allentown College of Saint Francis De Sales		Alvernia College		Beaver College		Bloomsburg University		Bryn Mawr College		Bucknell University		Gabrieli College		California University of PA									
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%								
BASIC SKILLS																												
CBT: Mathematics																												
CBT: Reading																												
CBT: Writing																												
Communication Skills	35	100	1	15	100	1	18	100	1	50	98	34	112	93	62	428	98	36	42	100	1	158	91	70	302	92	69	
General Knowledge I	35	100	1	16	94	56	18	100	1	51	96	46	104	93	59	421	97	43	42	100	1	174	86	76	322	92	63	
PROFESSIONAL KNOWLEDGE																												
PLT: Grades K-6	16	94	20							36	100	1	85	93	27	284	90	40	28	100	1	101	87	46	169	85	53	
PLT: Grades 7-12	14	100	1				17	100	1	12	100	1	23	91	63	107	98	38	12	100	1	11	91	64	112	89	66	
SUBJECT MATTER & PEDAGOGY																												
Accounting																	12	100	1									
Agriculture																												
Art: Content Knowledge																												
Biology and General Science																												
Biology: Content Knowledge, Part 1																												
Biology: Content Knowledge, Part 2																												
Chemistry: Content Knowledge																												
Chemistry, Physics, and General Science																												
Communication																												
Cooperative Education																												
Data Processing																												

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Albright College		Allegheny College		Allentown College of Saint Francis De Sales		Alvernia College		Beaver College		Bloomsburg University		Bryn Mawr College		Bucknell University		Cabrin College		California University of PA					
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%				
Early Childhood Education																								
Earth/Space Science																								
Earth Science: Content Knowledge																								
Ed. of Deaf and Hard of Hearing Students																								
Ed. of Students with Mental Retardation																								
Elem. Ed.: Curric., Instruction, and Assess.	16	88	42				44	84	53	60	85	51	199	90	38	25	100	1	112	79	61	151	83	54
Engl. Lang., Lit., and Comp.: Content Knowl.																								
Environmental Education																								
Foreign Language: Pedagogy	12	42	8																					
German: Content Knowledge																								
Health Education																								
Health and Physical Education																								
Marketing Education																								
Mathematics: Content Knowledge																								
Music: Content Knowledge																								
Office Technology																								
Physics																								
Reading Specialist																								
Safety Ed./Driver Ed.																								
Social Studies: Content Knowledge																								
Spanish: Content Knowledge																								

T = Took Test
% = Percent Passing
R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Albright College		Allegheny College		Allentown College of Saint Francis De Sales		Avernia College		Beaver College		Bloomsburg University		Bryn Mawr College		Bucknell University		Cabrin College		California University of PA	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Special Education: Application of Core Principles Across Area of Disability																				
Special Education: Knowledge-Based Core Principles																				
Teaching Students with Lang. Impairments																				
Teaching Students with Visual Impairments																				
Technology Education																				
Vocational General Knowledge																				

T = Took Test
 % = Percent Passing
 R = Rank

	Carlow College		Carnegie-Mellon University		Cedar Crest College		Charham College		Chesnut Hill College		Cheyney University		College Misericordia		Clarion Univ. of PA/Main		Dickinson College		Drexel University									
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%								
CBT = Computer-Based Testing																												
PLT = Principles of Learning and Teaching																												
BASIC SKILLS																												
CBT: Mathematics																												
CBT: Reading																												
CBT: Writing																												
Communication Skills	85	94	56		42	93	62	47	98	37	56	89	74	63	51	80	43	93	61	337	97	44	15	100	1	48	83	77
General Knowledge I	85	91	71		38	97	36	49	98	26	58	90	73	68	49	80	44	91	66	343	96	48	18	100	1	45	96	51
PROFESSIONAL KNOWLEDGE																												
PLT: Grades K-6	51	80	62		22	86	50	30	90	39	24	96	10	27	63	69	22	82	59	220	90	42				29	76	66
PLT: Grades 7-12	25	100	1		13	92	58	13	100	1	12	100	1		89	97	49	19	100	1	11	100	1					

T = Took Test
 % = Percent Passing
 R = Rank
 CBT = Computer-Based Testing
 PLT = Principles of Learning and Teaching

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

SUBJECT MATTER & PEDAGOGY	Carlow College		Carnegie-Mellon University		Cedar Crest College		Chatham College		Chesnut Hill College		Cheyney University		College Misericordia		Clarion Univ. of PA/Main		Dickinson College		Drexel University								
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%							
Accounting																											
Agriculture																											
Art: Content Knowledge	18	94	7																								
Biology and General Science																											
Biology: Content Knowledge, Part 1																											
Biology: Content Knowledge, Part 2																											
Chemistry: Content Knowledge																											
Chemistry, Physics, and General Science																											
Communication																											
Cooperative Education																											
Data Processing																											
Early Childhood Education															55	95	22										
Earth/Space Science																											
Earth Science: Content Knowledge																											
Ed. of Deaf and Hard of Hearing Students																											
Ed. of Students with Mental Retardation													15	100	1	67	97	13									
Elem. Ed.: Curric., Instruction, and Assess.	35	86	49				23	83	55	33	91	36	30	93	30	45	42	69	22	77	63	149	86	48	27	78	62
Engl. Lang., Lit., and Comp.: Content Knowl.																											
Environmental Education																											
Foreign Language: Pedagogy																											
German: Content Knowledge																											

T = Took Test
% = Percent Passing
R = Rank



Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Carlow College		Carnegie-Mellon University		Cedar Crest College		Chatham College		Chesnut Hill College		Cheyney University		College Misericordia		Clarton Univ. of PA/Main		Dickinson College		Drexel University		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
Health Education																					
Health and Physical Education																					
Marketing Education																					
Mathematics: Content Knowledge																					
Music: Content Knowledge																					
Office Technology																					
Physics																					
Reading Specialist																					
Safety Ed./Driver Ed.																					
Social Studies: Content Knowledge																					
Spanish: Content Knowledge																					
Special Education: Application of Core Principles Across Area of Disability																					
Special Education: Knowledge-Based Core Principles																					
Teaching Students with Lang. Impairments																					
Teaching Students with Visual Impairments																					
Technology Education																					
Vocational General Knowledge																					

T = Took Test
% = Percent Passing
R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Duquesne University		Eastern College		Edinboro University		Elizabethtown College		Gannon University		Geneva College		Gettysburg College		Grove City College		Gwynedd-Mercy College		Holy Family College													
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%												
T = Took Test																																
% = Percent Passing																																
R = Rank																																
CBT = Computer-Based Testing																																
PLT = Principles of Learning and Teaching																																
BASIC SKILLS																																
CBT: Mathematics																																
CBT: Reading																																
CBT: Writing																																
Communication Skills	250	98	40	90	92	68	410	95	53	73	97	45	78	94	59	64	97	47	41	100	1	108	100	1	83	98	41	217	93	65		
General Knowledge I	255	97	38	84	93	60	423	94	57	72	100	1	76	93	58	65	97	41	41	98	31	109	100	1	79	92	61	218	91	69		
PROFESSIONAL KNOWLEDGE																																
PLT: Grades K-6	117	94	19	52	83	58	206	84	54	44	93	25	43	84	55	37	86	48	19	95	15	77	100	1	61	93	22	158	92	28		
PLT: Grades 7-12	74	95	53	15	87	68	83	88	67	23	100	1	24	92	60	20	100	1	20	100	1	27	100	1	16	100	1					
SUBJECT MATTER & PEDAGOGY																																
Accounting																																
Agriculture																																
Art: Content Knowledge							32	97	3																							
Biology and General Science							12	100	1																							
Biology: Content Knowledge, Part 1	13	100	1				18	100	1																							
Biology: Content Knowledge, Part 2	13	92	4				16	75	9																							
Chemistry: Content Knowledge																																
Chemistry, Physics, and General Science																																
Communication																																
Cooperative Education																																
Data Processing																																
Early Childhood Education							36	100	1	17	100	1												14	100	1				17	100	1

MORE ON PENNSYLVANIA ...

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Dusquesne University		Eastern College		Edinboro University		Elizabethtown College		Gannon University		Geneva College		Gettysburg College		Grove City College		Gwynedd-Mercy College		Holy Family College														
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%											
Earth/Space Science																																	
Earth Science: Content Knowledge																																	
Ed. of Deaf and Hard of Hearing Students																																	
Ed. of Students with Mental Retardation	59	97	14	20	95	20	59	98	11																								
Elem. Ed.: Curric., Instruction, and Assess.	110	95	21	57	79	60	150	87	44	44	95	17	39	79	59	41	95	19	14	100	1	45	100	1	50	90	37	185	84	52			
Engl. Lang., Lit., and Comp.: Content Knowl.	22	95	15				21	95	16																								
Environmental Education																																	
Foreign Language: Pedagogy																																	
German: Content Knowledge																																	
Health Education																																	
Health and Physical Education																																	
Marketing Education																																	
Mathematics: Content Knowledge	11	100	1				11	91	8																								
Music: Content Knowledge	18	100	1				13	69	10																								
Office Technology																																	
Physics																																	
Reading Specialist	36	89	6				23	61	16																								
Safety Ed./Driver Ed.																																	
Social Studies: Content Knowledge	36	83	15				17	88	14																								
Spanish: Content Knowledge																																	
Special Education: Application of Core Principles Across Area of Disability																																	

T = Took Test
 % = Percent Passing
 R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Dusquesne University		Eastern College		Edinboro University		Elizabethtown College		Gannon University		Geneva College		Gettysburg College		Grove City College		Gwynedd-Mercy College		Holy Family College		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
Special Education: Knowledge-Based Core Principles																					
Teaching Students with Lang. Impairments																					
Teaching Students with Visual Impairments																					
Technology Education																					
Vocational General Knowledge																					

T = Took Test
% = Percent Passing
R = Rank

	Immaculata College		Indiana University		Junata College		Kings College		Kutztown University		La Salle University		Lebanon Valley College		Lehigh University		Lincoln University		Lock Haven University													
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%												
PLT = Principles of Learning and Teaching																																
BASIC SKILLS																																
CBT: Mathematics																																
CBT: Reading			14	100	1																											
CBT: Writing			13	100	1																											
Communication Skills	63	98	30	490	97	43	42	98	39	63	90	71	432	99	27	125	96	50	77	100	1	40	100	1	28	64	79	225	99	23		
General Knowledge I	64	91	70	497	97	40	41	98	31	61	97	42	436	98	23	124	91	65	77	95	53	40	100	1	27	74	79	229	97	35		
PROFESSIONAL KNOWLEDGE																																
PLT: Grades K-6	43	86	51	290	91	36	13	92	30	32	91	37	259	92	31	61	89	44	52	90	38	21	100	1	15	40	71	135	93	26		
PLT: Grades 7-12	17	94	56	160	94	55	12	92	60	18	100	1	109	99	37	45	98	39	21	100	1	17	100	1	59	95	95	52	52			

T = Took Test
% = Percent Passing
R = Rank
CBT = Computer-Based Testing
PLT = Principles of Learning and Teaching

BASIC SKILLS
CBT: Mathematics
CBT: Reading
CBT: Writing

PROFESSIONAL KNOWLEDGE

PLT: Grades K-6
PLT: Grades 7-12

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Immaculata College		Indiana University		Junata College		King's College		Kutztown University		La Salle University		Lebanon Valley College		Lehigh University		Lincoln University		Lock Haven University												
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%											
SUBJECT MATTER & PEDAGOGY																															
Accounting			16	100	1																										
Agriculture																															
Art: Content Knowledge			17	100	1				39	100	1																				
Biology and General Science			13	100	1																										
Biology: Content Knowledge, Part 1			14	100	1																										
Biology: Content Knowledge, Part 2			13	100	1																										
Chemistry: Content Knowledge																															
Chemistry, Physics, and General Science																															
Communication																															
Cooperative Education																															
Data Processing			13	100	1																										
Early Childhood Education			26	100	1	11	100	1		48	100	1							20	95	21										
Earth/Space Science																															
Earth Science: Content Knowledge			19	100	1				13	100	1																				
Ed. of Deaf and Hard of Hearing Students			13	100	1																										
Ed. of Students with Mental Retardation			57	96	15				74	99	9	65	91	24		17	100	1		36	100	1									
Elem. Ed.: Curric., Instruction, and Assess.	46	93	28	187	96	15	16	81	58	43	86	47	229	93	32	52	96	12	37	92	35	11	100	1	15	73	65	70	94	23	
Engl. Lang., Lit., and Comp.: Content Knowl.					21	100	1						22	100	1	16	100	1													
Environmental Education																															
Foreign Language: Pedagogy																															
German: Content Knowledge																															

T = Took Test
% = Percent Passing
R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Immaculata College		Indiana University		Junata College		King's College		Kutztown University		La Salle University		Lebanon Valley College		Lehigh University		Lincoln University		Lock Haven University			
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%		
Health Education																						
Health and Physical Education			32	97	6														41	98	5	
Marketing Education																						
Mathematics: Content Knowledge			16	100	1				18	89	9											
Music: Content Knowledge			24	100	1								12	83	8							
Office Technology			23	78	2																	
Physics																						
Reading Specialist									20	90	5							22	55	17		
Safety Ed./Driver Ed.			11	100	1															20	100	1
Social Studies: Content Knowledge			27	81	17			11	100	1	31	81	20	16	81	18				17	100	1
Spanish: Content Knowledge																						
Special Education: Application of Core Principles Across Area of Disability																						
Special Education: Knowledge-Based Core Principles																						
Teaching Students with Lang. Impairments			12	100	1																	
Teaching Students with Visual Impairments																						
Technology Education																						
Vocational General Knowledge			11	100	1																	

T = Took Test
% = Percent Passing
R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Lycoming College		Mansfield University		Marywood University		Mercyhurst College		Messiah College		Millersville Univ. of PA		Moore Coll. of Arts & Design		Moravian College		Muhlenberg College		Neumann College													
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%												
BASIC SKILLS																																
PLT = Principles of Learning and Teaching																																
BASIC SKILLS																																
CBT: Mathematics																																
CBT: Reading																																
CBT: Writing																																
Communication Skills	53	100	1	136	98	38	135	95	54	92	96	51	98	99	25	490	98	35	16	88	76	68	99	28	75	100	1	32	94	58		
General Knowledge I	53	100	1	138	98	28	118	97	33	96	92	64	98	98	26	481	98	24	16	81	78	70	96	48	77	99	20	36	89	75		
PROFESSIONAL KNOWLEDGE																																
PLT: Grades K-6	32	81	61	83	86	52	82	96	11	47	77	65	64	88	45	296	92	32	16	81	61	42	83	56	15	87	47	26	73	68		
PLT: Grades 7-12	19	100	1	42	100	1	23	100	1	20	100	1	31	100	1	165	97	47				30	97	48	15	100	1					
SUBJECT MATTER & PEDAGOGY																																
Accounting																																
Agriculture																																
Art: Content Knowledge																																
Biology and General Science																																
Biology: Content Knowledge, Part 1																																
Biology: Content Knowledge, Part 2																																
Chemistry: Content Knowledge																																
Chemistry, Physics, and General Science																																
Communication																																
Cooperative Education																																
Data Processing																																
Early Childhood Education				20	100	1	15	100	1	15	100	1																				

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Lycoming College		Mansfield University		Marywood University		Mercyhurst College		Messiah College		Millersville Univ. of PA		Moore Coll. of Arts & Design		Moravian College		Muhlenberg College		Neumann College				
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%			
Earth/Space Science																							
Earth Science: Content Knowledge			14	100	1																		
Ed. of Deaf and Hard of Hearing Students																							
Ed. of Students with Mental Retardation			27	100	1	50	98	12	30	90	25	125	98	10									
Elem. Ed.: Curric., Instruction, and Assess.	36	86	61	93	29	77	92	33	33	73	66	44	100	1	35	94	23	14	93	31	25	88	40
Engl. Lang., Lit., and Comp.: Content Knowl.												24	100	1									
Environmental Education																							
Foreign Language: Pedagogy												22	77	2									
German: Content Knowledge																							
Health Education																							
Health and Physical Education																							
Marketing Education																							
Mathematics: Content Knowledge												17	100	1									
Music: Content Knowledge			11	82	9																		
Office Technology																							
Physics																							
Reading Specialist			14	71	12							21	90	4									
Safety Ed./Driver Ed.																							
Social Studies: Content Knowledge			13	92	10							45	82	16									
Spanish: Content Knowledge																							
Special Education: Application of Core Principles Across Area of Disability																							

T = Took Test
% = Percent Passing
R = Rank



Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Lycoming College		Mansfield University		Marywood University		Mercyhurst College		Messiah College		Millersville Univ. of PA		Moore Coll. of Arts & Design		Moravian College		Muhlenberg College		Neumann College		
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
Special Education: Knowledge-Based Core Principles																					
Teaching Students with Lang. Impairments																					
Teaching Students with Visual Impairments																					
Technology Education											30	87	1								
Vocational General Knowledge																					

	Pennsylvania College of Opt.		Philadelphia Coll. of Bible		Point Park College		PSU/ Main		Robert Morris College		Rosemont College		Saint Francis College		Saint Josephs University		Saint Vincent College		Seton Hill College										
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%									
BASIC SKILLS																													
CBT: Mathematics																													
CBT: Reading							22	100	1																				
CBT: Writing			15	100	1		21	100	1																				
Communication Skills			35	100	1	52	92	67	57	95	55	40	98	42	29	90	73	162	99	26	53	100	1	58	98	31			
General Knowledge I			34	100	1	49	82	77	55	95	54	39	100	1	27	100	1	159	96	50	55	96	44	57	100	1			
PROFESSIONAL KNOWLEDGE																													
PLT: Grades K-6			21	95	12	27	78	64				38	95	15	11	82	59	75	92	33	20	100	1	29	93	26			
PLT: Grades 7-12						14	93	57	55	95	54										52	96	50	22	100	1	27	100	1
SUBJECT MATTER & PEDAGOGY																													
Accounting									16	100	1																		

MORE ON PENNSYLVANIA ...

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Pennsylvania College of Opt.		Philadelphia Coll. of Bible		Point Park College		PSU/ Main		Robert Morris College		Rosemont College		Saint Francis College		Saint Joseph's University		Saint Vincent College		Seton Hill College								
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%							
Agriculture							11	100	1																		
Art: Content Knowledge							22	95	5																		
Biology and General Science							16	100	1																		
Biology: Content Knowledge, Part 1							18	100	1																		
Biology: Content Knowledge, Part 2							18	89	5																		
Chemistry: Content Knowledge																											
Chemistry, Physics, and General Science																											
Communication							43	100	1																		
Cooperative Education							25	100	1																		
Data Processing										15	100	1															
Early Childhood Education																											
Earth/Space Science																											
Earth Science: Content Knowledge							36	100	1																		
Ed. of Deaf and Hard of Hearing Students																											
Ed. of Students with Mental Retardation							62	100	1						44	86	27										
Elem. Ed.: Curric., Instruction, and Assess.			22	82	56	32	72	67				45	89	39	14	86	49	80	86	45	31	97	9	21	95	18	
Engl. Lang., Lit., and Comp.: Content Knowl.															18	100	1										
Environmental Education																											
Foreign Language: Pedagogy							16	75	4																		
German: Content Knowledge																											
Health Education																											
Health and Physical Education							26	88	7																		

T = Took Test
% = Percent Passing
R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Pennsylvania College of Opt.		Philadelphia Coll. of Bible		Point Park College		PSU/Main		Robert Morris College		Rosemont College		Saint Francis College		Saint Joseph's University		Saint Vincent College		Secon Hill College	
	T	R	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Marketing Education																				
Mathematics: Content Knowledge							56	98												
Music: Content Knowledge							28	100												
Office Technology									16	44	5									
Physics																				
Reading Specialist																				
Safety Ed./Driver Ed.																				
Social Studies: Content Knowledge							12	92							25	68				
Spanish: Content Knowledge																				
Special Education: Application of Core Principles Across Area of Disability																				
Special Education: Knowledge-Based Core Principles																				
Teaching Students with Lang. Impairments																				
Teaching Students with Visual Impairments																				
Technology Education																				
Vocational General Knowledge							20	100												

T = Took Test
 % = Percent Passing
 R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

CBT = Computer-Based Testing

PLT = Principles of Learning and Teaching

	Shippensburg Univ. of PA		Slippery Rock Univ. of PA		Susquehanna University		Swarthmore College		Temple University/Main		Thiel College		University of PA		University of PGH/Main		University of Scranton		University of the Arts												
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%											
BASIC SKILLS																															
CBT: Mathematics																															
CBT: Reading									19	100	1																				
CBT: Writing									20	100	1																				
Communication Skills	309	99	21	429	94	57	74	100	1	19	100	1	471	93	60	12	83	77	101	97	46	256	98	36	114	98	32	25	100	1	
General Knowledge I	298	99	17	373	94	55	76	100	1	20	100	1	489	90	72	13	92	62	98	99	18	255	98	25	108	97	39	23	96	47	
PROFESSIONAL KNOWLEDGE																															
PLT: Grades K-6	116	95	15	246	94	21	25	92	33										60	100	1	137	96	10	73	92	35	18	94	18	
PLT: Grades 7-12	85	98	41	74	100	1	34	100	1	12	100	1	131	92	62				37	97	45	113	99	36	24	100	1				
SUBJECT MATTER & PEDAGOGY																															
Accounting	25	100	1																			*									
Agriculture																															
Art: Content Knowledge																															
Biology and General Science																															
Biology: Content Knowledge, Part 1													11	100	1																
Biology: Content Knowledge, Part 2													15	80	6																
Chemistry: Content Knowledge																															
Chemistry, Physics, and General Science																															
Communication																															
Cooperative Education																															
Data Processing	21	100	1																												
Early Childhood Education	36	100	1	36	100	1																									

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Shipensburg Univ. of PA		Slippery Rock Univ. of PA		Susquehanna University		Swarthmore College		Temple University/Main		Thiel College		University of PA		University of PGH/Main		University of Scranton		University of the Arts			
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%		
Earth/Space Science	11	91	1																			
Earth Science: Content Knowledge	14	100	1	16	100	1									15	100	1					
Ed. of Deaf and Hard of Hearing Students																						
Ed. of Students with Mental Retardation	39	100	1	110	95	22			38	89	26				28	100	1					
Elem. Ed.: Curric., Instruction, and Assess.	111	97	7	211	94	22	23	96	215	77	64			48	96	14	90	94	26	65	88	41
Engl. Lang., Lit., and Comp.: Content Knowl.	17	100	1	25	96	14			30	90	19			12	100	1	23	87	20			
Environmental Education																						
Foreign Language: Pedagogy	12	58	6	13	38	9			13	77	3						15	93	1			
German: Content Knowledge																						
Health Education																						
Health and Physical Education									42	98	4											
Marketing Education	21	100	1																			
Mathematics: Content Knowledge	17	88	10						25	76	12						18	100	1			
Music: Content Knowledge									15	93	7											
Office Technology	22	73	3																			
Physics																						
Reading Specialist	23	96	2	30	77	10								11	100	1	32	88	7			
Safety Ed./Driver Ed.																						
Social Studies: Content Knowledge	22	91	12	25	100	1			30	93	8			18	94	7	26	96	6			
Spanish: Content Knowledge																						
Special Education: Application of Core Principles Across Area of Disability																						

T = Took Test
% = Percent Passing
R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Shippensburg Univ. of PA		Slippery Rock Univ. of PA		Susquehanna University		Swarthmore College		Temple University/Main		Thiel College		University of PA		University of PGH/Main		University of Scranton		University of the Arts	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Special Education: Knowledge-Based Core Principles																				
Teaching Students with Lang. Impairments									22	100	1									
Teaching Students with Visual Impairments																				
Technology Education																				
Vocational General Knowledge																				

T = Took Test
% = Percent Passing
R = Rank

	Ursinus College		Villanova University		Washington and Jefferson College		Waynesburg College		West Chester Univ. of PA		Westminster College		Widener University		Wilkes University		Wilson College		York College of PA											
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%										
BASIC SKILLS																														
CBT: Mathematics																														
CBT: Reading																														
CBT: Writing																														
Communication Skills	27	96	49	39	100	1	16	100	1	45	89	75	575	99	22	108	99	24	98	93	62	60	97	48	43	95	52	109	100	1
General Knowledge I	25	100	1	42	98	30	16	100	1	48	90	74	595	96	48	110	98	22	99	91	66	61	95	52	39	97	34	109	96	45
PROFESSIONAL KNOWLEDGE																														
PLT: Grades K-6										19	74	67	336	89	43	58	97	8	50	78	63	37	86	48	19	95	15	60	95	13
PLT: Grades 7-12	13	100	1	31	100	1	12	100	1	13	92	58	135	98	39	34	100	1	36	97	46	21	90	65	20	100	1	41	98	42
SUBJECT MATTER & PEDAGOGY																														
Accounting																														

T = Took Test
% = Percent Passing
R = Rank
CBT = Computer-Based Testing
PLT = Principles of Learning and Teaching

BASIC SKILLS
CBT: Mathematics
CBT: Reading
CBT: Writing
Communication Skills
General Knowledge I
PROFESSIONAL KNOWLEDGE
PLT: Grades K-6
PLT: Grades 7-12
SUBJECT MATTER & PEDAGOGY
Accounting

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Ursinus College		Villanova University		Washington and Jefferson College		Waynesburg College		West Chester Univ. of PA		Westminster College		Widener University		Wilkes University		Wilson College		York College of PA														
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%													
Agriculture																																	
Art: Content Knowledge																																	
Biology and General Science																																	
Biology: Content Knowledge, Part 1									17	100	1																						
Biology: Content Knowledge, Part 2									18	100	1																						
Chemistry: Content Knowledge									17	100	1																						
Chemistry, Physics, and General Science																																	
Communication																																	
Cooperative Education																																	
Data Processing																																	
Early Childhood Education									22	100	1																						
Earth/Space Science																																	
Earth Science: Content Knowledge									11	100	1																						
Ed. of Deaf and Hard of Hearing Students																																	
Ed. of Students with Mental Retardation									80	99	8																						
Elem. Ed.: Curric., Instruction, and Assess.									20	70	68	20	70	68	171	94	27	59	98	6	43	81	57	24	88	42	17	94	26	61	97	10	
Engl. Lang., Lit., and Comp.: Content Knowl.																																	
Environmental Education																																	
Foreign Language: Pedagogy																																	
German: Content Knowledge																																	
Health Education																																	
Health and Physical Education									54	98	3																						

T = Took Test
 % = Percent Passing
 R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Ursinus College		Villanova University		Washington and Jefferson College		Waynesburg College		West Chester Univ. of PA		Westminster College		Widener University		Wilkes University		Wilson College		York College of PA	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Marketing Education																				
Mathematics: Content Knowledge									17	94	7									
Music: Content Knowledge									54	94	6									
Office Technology																				
Physics																				
Reading Specialist																				
Safety Ed./Driver Ed.																				
Social Studies: Content Knowledge					11	45	26		46	91	11			12	58	24		13	100	1
Spanish: Content Knowledge																				
Special Education: Application of Core Principles Across Area of Disability																				
Special Education: Knowledge-Based Core Principles																				
Teaching Students with Lang. Impairments																				
Teaching Students with Visual Impairments																				
Technology Education																				
Vocational General Knowledge																				

T = Took Test
 % = Percent Passing
 R = Rank

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Pennsylvania issues the Emergency Certificate to a person to fill a vacancy, obligating the certificate holder to complete a minimum number of credit hours in the certification area to renew the certificate for an additional year. The state also issues long-term certificates without an educational obligation, but does not guarantee the holder employment the following year.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	109,156	27,815	81,341
Total # of teachers with waivers	1,795	1,144	651
% of teachers with waivers	1.6	4.1	0.8

Note: The total includes the total number of teachers currently employed (currently teaching) in Pennsylvania, not those currently certified.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Pennsylvania Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved as of June 1998. The standards apply to all fields. The standards are based on INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work and student teaching.¹

¹ The student teaching requirement can be waived for individuals who can document 2 years of teaching experience at the grade level for which certification is sought.

Assessments Offered: ETS Praxis

Basic Skills Exams (2)

Core Battery: General Knowledge and Communication Skills

Professional Knowledge Exams (1)

Core Battery: Professional Knowledge

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (8 institutions with programs)

T = Took Test
% = Percent Passing
R = Rank

	Brown University		Johnson & Wales University		Providence College		Rhode Island College		Rhode Island School of Design		Roger Williams University		Salve Regina University		University of Rhode Island									
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%								
BASIC SKILLS																								
Communication Skills	41	98	2	21	71	5	199	82	3	565	6	10	100	1	55	60	6	77	48	8	263	77	4	
General Knowledge	43	100	1	21	81	5	205	91	3	551	73	6	12	100	1	64	64	7	68	44	8	259	85	4
PROFESSIONAL KNOWLEDGE*																								
Professional Knowledge	42	100	1	13	92	4	177	94	3	429	88	6	13	100	1	43	88	6	31	81	8	192	92	4

* It should be noted that the data includes all test takers for the testing period indicated. Some test takers took the exam or part of the exam as an admission requirement to the institution of higher education and not for issuance of a Rhode Island teaching certificate.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Rhode Island gives a 1-year Emergency Certificate to an individual when the services of a fully certified candidate can not be secured. The Emergency Certificate may be renewed if the individual has had a successful teaching experience verified by the local appointing authority and has completed six semester hours of college credits required for Provisional Certification in the area in which Emergency Certification is held.

The student teaching requirement can be waived for individuals who can document 2 years of teaching experience at the grade level for which certification is sought.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	11,067	2,684	8,916
Total # of teachers with waivers	150	142	8
% of teachers with waivers	1.4	5.3	0.1

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Biology (3.9%)	Mathematics (1.8%)	Spanish (2.8%)
Chemistry (4.2%)	Physics (1.6%)	
English as a Second Language (42.5%)	Science (8.1%)	

Waiver totals include full- and part-time teachers.

Teacher Standards

No information.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area and fulfillment of specific credit-hour requirements for general and professional education course work; or
- A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
- A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
- A valid teaching certificate from a state with which South Carolina has a reciprocity agreement or have passed a state-prescribed assessment.

Assessments Offered:

ETS Praxis

Psychology
 Spanish
 Special Education: Knowledge-Based Core Principles
 Social Studies
 Teaching Students with: Emotional Disturbance, Learning Disabilities, Orthopedic Impairments, Visual Impairments
 Technology Education

Basic Skills

None Required

Professional Knowledge Exams (4)

Principles of Learning and Teaching (PLT):
 Grades K-6, 5-9, or 7-12
 Core Battery: Professional Knowledge

Subject Matter and

Pedagogy Exams (25)

Art Education
 Biology & General Science
 Business Education
 Chemistry, Physics & General Science
 Early Childhood Education
 Education in the Elementary Schools
 Education of Students with Mental Retardation
 English Language & Literature
 French
 Health Education
 Home Economics Education
 Introduction to the Teaching of Reading
 Marketing Education
 Mathematics
 Music Education
 Physical Education

In addition, an individual must undergo a fingerprint check and police record examination.

**Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program
(30 institutions with programs)**

T = Took Test
% = Percent Passing
R = Rank

	Anderson College		Benedict College		Bob Jones University		Charleston Southern Univ.		Clain College		Clemson University		Coastal Carolina University		Coker College		College of Charleston	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
PROFESSIONAL KNOWLEDGE																		
Core Battery: Professional Knowledge	75	28	81	26	100	1	97	16	61	31	99	8	94	19	97	15	100	7
PLT: Grades K-6					100	1												
PLT: Grades 5-9																		
PLT: Grades 7-12																		
SUBJECT MATTER & PEDAGOGY																		
Art Education																		
Biology and General Science			15	9							74	2						
Business Education																		
Chemistry, Physics, and General Science											60	1						
Early Childhood Education	100	1									100	1	98	8			100	1
Education in the Elementary School	92	10	42	25	95	6	88	14	35	26	97	4	74	22	85	18	90	12
Ed. of Students with Mental Retardation											100	1					76	3
English Language and Literature			38	10	95	3					84	6	80	9				
French																		
Health Education																		
Home Economics Education																		
Introduction to the Teaching of Reading																		
Marketing Education																		
Mathematics											48	3	46	4			64	2

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Anderson College		Benedict College		Bob Jones University		Charleston Southern Univ.		Claflin College		Clemson University		Coastal Carolina University		Coker College		College of Charleston	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Music Education					100	1												
Social Studies							80	1			45	13	76	3			64	7
Spanish											61	3						
Special Education: Knowledge-Based Core Principles					78	1					70	2						
Teach. Students with Emotional Disturbance											67	2					71	1
Teach. Students with Learning Disabilities											49	9					59	3
Teach. Students with Orthopedic Impairments																		
Teaching Students with Visual Impairments																		
Technology Education											100	1						
Physical Education							73	3					50	6				
Psychology																		

T = Took Test
% = Percent Passing
R = Rank

	Columbia College		Columbia International Univ.		Converse College		Erskine College		Francis Marion University		Furman University		Lander University		Limestone College		Morris College		Newberry College	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Principles of Learning and Teaching																				
PROFESSIONAL KNOWLEDGE																				
Core Battery: Professional Knowledge	90	23	100	1	97	12	100	1	93	20	100	1	97	17	86	25	71	29	97	14
PLT: Grades K-6																				
PLT: Grades 5-9																				
PLT: Grades 7-12																				

T = Took Test
% = Percent Passing
R = Rank
PLT = Principles of Learning and Teaching



Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

SUBJECT MATTER & PEDAGOGY	Columbia College		Columbia International Univ.		Converse College		Erskine College		Francis Marion University		Furman University		Lander University		Limestone College		Morris College		Newberry College	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
Art Education																				
Biology and General Science									30	7										
Business Education																				
Chemistry, Physics, and General Science																				
Early Childhood Education	97	11			100	1	100	1	95	12	100	1	100	1						
Education in the Elementary School	87	16	83	19	91	11			87	15	100	1	94	9	60	23			94	8
Ed. of Students with Mental Retardation					75	4														
English Language and Literature					100	1														
French																				
Health Education																				
Home Economics Education																				
Introduction to the Teaching of Reading																				
Marketing Education																				
Mathematics									33	7										
Music Education											100	1								
Social Studies					62	8			69	4			54	12						
Spanish	60	4																		
Special Education: Knowledge-Based Core Principles	14	6											38	5						
Teach. Students with Emotional Disturbance																				
Teach. Students with Learning Disabilities					56	4			56	5	61	2							54	6

T = Took Test
 % = Percent Passing
 R = Rank



Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	Columbia College		Columbia International Univ.		Converse College		Erskine College		Francis Marion University		Furman University		Lander University		Limestone College		Morris College		Newberry College		
	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	
Teach. Students with Orthopedic Impairments																					
Teaching Students with Visual Impairments																					
Technology Education																					
Physical Education													91	2							
Psychology																					

T = Took Test
% = Percent Passing
R = Rank

	North Greenville College		Presbyterian College		SC State University		Southern Wesleyan College		The Citadel		USC Columbia		USC Aiken		USC Spartanburg		Voorhees College		Winthrop University			
	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R		
PROFESSIONAL KNOWLEDGE																						
Core Battery: Professional Knowledge	89	24	100	1	75	27	91	22	97	18	99	8	98	11	98	10	43	32	97	13		
PLT: Grades K-6																						
PLT: Grades 5-9																						
PLT: Grades 7-12																						
SUBJECT MATTER & PEDAGOGY																						
Art Education											88	1										
Biology and General Science			90	1	25	8					74	3			67	4				33	6	
Business Education					45	4					96	1								70	3	
Chemistry, Physics, and General Science											47	2										
Early Childhood Education					68	17	92	15			97	10	94	13	93	14				98	9	

T = Took Test
% = Percent Passing
R = Rank

PLT = Principles of Learning and Teaching

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

	North Greenville College		Presbyterian College		SC State University		Southern Wesleyan College		The Citadel		USC Columbia		USC Aiken		USC Spartanburg		Voorhees College		Winthrop University				
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%			
Education in the Elementary School		75	21		100	1		50	24		88	13									95	7	
Ed. of Students with Mental Retardation					13	7															90	2	
English Language and Literature					36	11				100	1		83	7		82	8				93	4	
French																							
Health Education																							
Home Economics Education						31	2																
Introduction to the Teaching of Reading										100	1												
Marketing Education																							
Mathematics						11	8										70	1					
Music Education																							
Social Studies						19	14				64	6					62	8			60	11	
Spanish																							
Special Education: Knowledge-Based Core Principles																					66	3	
Teach. Students with Emotional Disturbance																							
Teach. Students with Learning Disabilities						10	12					36	11									50	7
Teach. Students with Orthopedic Impairments																							
Teach. Students with Visual Impairments																							
Technology Education																							
Physical Education						9	7				64	4											
Psychology																							

T = Took Test
% = Percent Passing
R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, by Teacher Preparation Program, cont'd.

		Wofford College		
		T	%	R
<p>T = Took Test % = Percent Passing R = Rank PLT = Principles of Learning and Teaching</p>				
PROFESSIONAL KNOWLEDGE				
Core Battery: Professional Knowledge		100	1	
PLT: Grades K-6				
PLT: Grades 5-9				
PLT: Grades 7-12				
SUBJECT MATTER & PEDAGOGY				
Art Education				
Biology and General Science				
Business Education				
Chemistry, Physics, and General Science				
Early Childhood Education				
Education in the Elementary School				
Ed. of Students with Mental Retardation				
English Language and Literature				
French				
Health Education				

		Wofford College		
		T	%	R
<p>T = Took Test % = Percent Passing R = Rank</p>				
Home Economics Education				
Introduction to the Teaching of Reading				
Marketing Education				
Mathematics				
Music Education				
Social Studies				
Spanish				
Special Education: Knowledge-based Core Principles				
Teach. Students with Emotional Disturbance				
Teach. Students with Learning Disabilities				
Teach. Students with Orthopedic Impairments				
Teach. Students with Visual Impairments				
Technology Education				
Physical Education				
Psychology				

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of South Carolina issues an Out-of-Field Permit upon the request of a district to teachers seeking certification outside of their subject area. In order to be eligible for the Out-of-Field Permit, the individual must have completed 12 semester hours of course work in the field for which they are seeking certification.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	42,650	27,111	14,951
Total # of teachers	766	615	151
% of teachers with waivers	1.8	2.3	1.0

Waiver totals include full and part-time teachers for 1997-98.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The South Carolina Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved as of the summer of 1998, to become effective September 1, 2000. The standards apply to the following fields: English/Language Arts, Mathematics, Social Studies, Science, Arts, Foreign Languages, Vocational Education, Health, Physical Education, Educational Technology, Early Childhood Education, Elementary Education, and Special Education. The standards are based on INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
A bachelor's degree in a certifiable major from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;

or
A valid teaching certificate from a state which has signed the MINKSAO agreement (MI, IA, NE, KS, SD, AK, OK) to issue a 2-year reciprocal certificate.

In addition, candidates must sign a notarized citizenship statement and a verification that they have not been convicted of any crime involving moral turpitude, including traffic in narcotics, and for a 5-year renewable certificate, complete course requirements including three semester hours each of Human Relations and South Dakota Indian Studies.

Assessments Offered

South Dakota does not require any assessments.

Proportion of Teaching Candidates Passing-State Required Assessments, by Teacher Preparation Program

South Dakota does not require assessments, therefore, no program reports are available.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

South Dakota offers the following options for districts/schools to hire individuals who do not currently hold a regular teacher certificate: Alternative Certification, Long-Term Substitutes.

In addition, individuals who hold a regular teacher certificate may also receive a waiver to teach out-of-field on an Authority to Act while pursuing the necessary requirements for the proper certification.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	8,643	1,729	6,914
Total # of teachers with waivers	295	105	190
% of teachers with waivers	3.4	6.1	2.7

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Art (12.1%)	Health (7.5%)	Social Science/History (10.2%)
Computer Science (11.8%)	Pre-K (40%)	Talented/Gifted (19.4%)
Foreign Language (7.7%)	Science (10.4%)	Vocational (20%)

Waiver totals include full- and part-time teachers and long-term substitute teachers.

Teacher Standards

No information.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;
- or
- A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program; or
- A valid teaching certificate from a state with which Tennessee has a reciprocity agreement.

**Assessments Offered:
ETS Praxis**

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams (2)

Principles of Learning & Teaching (PLT): Grades K-6 or 7-12

Subject Matter and Pedagogy Exams (57)

Agriculture	Exercises and Curriculum, Instruction & Assessment
Art Education	English Language & Literature
Basic Business/Accounting	English Language, Literature & Composition:
Biology	Content Knowledge, Content Essays, and Pedagogy
Biology: Content Knowledge, Pedagogy, and Content Essays	French: Content Knowledge and Productive Language Skills
Chemistry: Content Knowledge and Content Essays	General Science: Content Essays, and Content Knowledge,
Early Childhood Education	
Earth Science	
Economics	
Education in Elementary Schools	
Elementary Education: Content Area	

Parts 1 & 2

Geography
German
Government
Health Education
History
Home Economics
Latin
Marketing
Mathematics: Content Knowledge and Pedagogy
Middle Grades Education
Music: Content Knowledge and Concepts & Processes
Music Education
Office Technology
Physical Education: Content Knowledge and Movement

Forms—Analysis/Design
Physical Science:
Content Knowledge and Pedagogy
Physics
Psychology
Sociology
Spanish: Content Knowledge and Productive Language Skills
Special Education:
Preschool/Early Childhood, Deaf and Hard of Hearing, Speech/Language, and Vision
Speech
Teaching Students with Visual Impairments
Technology Education
Theatre

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (37 institutions with programs)

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

PRAXIS II: Core Battery (also NTE)	Appalachain State University		Aquinas College		Belmont University		Bethel College		Bryan College		Carson-Newman College		Crichton University		Cumberland University		David Lipscomb University		East TN University										
	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R									
	86	95	17	10	26	26	96	15	26	77	30	14	100	1	94	96	16	*			15	80	29	46	98	13	120	93	23

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

PRAXIS II: Core Battery (also NTE)	Fisk University		Free Will Baptist Bible College		Freed-Hardeman University		Johnson Bible College		King College		Lambuth University		Lee College		Middle TN State University		Lincoln Memorial Univ.		Martin Methodist							
	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R						
			13	100	1	43	100	1	*			*			35	94	20	290	98	12	48	100	1	17	88	27

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

PRAXIS II: Core Battery (also NTE)	Maryville College		Milligan College		Rhodes College		Southern Adventist University		TN State University		TN Technical University		Tennessee Temple University		TN Wesleyan University		University of Memphis		Nazarene University										
	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R									
	19	95	19	14	100	1	*		12	100	1	54	96	14	256	95	18	16	94	21	26	85	28	211	92	24	14	93	22

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

PRAXIS II: Core Battery (also NTE)	Tusculum College		University of South		Union University		Vanderbilt University		University of TN-Knoxville		University of TN-Charanooga		University of TN-Martin						
	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R					
	13	100	1	*	77	99	11	28	100	1	65	100	1	105	91	25	123	99	10

Proportion of Teaching Candidates Passing Each State-Required Assessment, Ranked By Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

SUBJECT MATTER & PEDAGOGY	All Institutions	
	T	%
Agriculture	*	
Art Education	16	100
Biology: Content Knowledge, Part 1	25	100
Biology: Pedagogy	24	100
Biology: Content Essays	22	100
Biology		
Business Education	*	
Chemistry: Content Knowledge	*	
Chemistry: Content Essays		
Early Childhood Education	127	99
Earth Science: Content Knowledge	*	
Economics	7	71
Ed. In Elementary School	638	99
Elementary Education: Content Area Exercises		
Elem. Ed.: Curric., Instruction, and Assess.		
English Language, Literature, and Composition: Content Knowledge	53	83
Engl. Lang, Lit, and Comp.: Essays	52	98
Engl. Lang, Lit, and Comp.: Pedagogy	50	100
English Language & Literature		

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

	All Institutions	
	T	%
French	*	
French: Content Knowledge		
French: Productive Language Skills		
General Science: Content Essays	*	
General Science: Content Knowledge, Part 1	*	
General Science: Content Knowledge, Part 2	14	93
German: Content Knowledge		
Geography	12	100
Government/Political	19	100
Health Education	25	100
Home Economics Education	*	
Latin		
Marketing Education	*	
Mathematics: Pedagogy	43	100
Mathematics: Content Knowledge	44	80
Music Education	51	100
Music: Concepts and Processes		
Music: Content Knowledge		
Office Technology	*	
Physical Education		

* = An asterisk indicates less than 10 test takers per assessment offered.
 T = Took Test
 % = Percent Passing
 R = Rank

	All Institutions	
	T	%
Physical Science: Content Knowledge		
Physical Science: Pedagogy		
Physical Education: Content Knowledge	39	87
Phys. Ed.: Movement Forms, Analysis/Design	37	100
Psychology		
Social Studies	*	
Sociology	*	
Spanish: Content Knowledge	*	
Spanish: Productive Language Skills	*	
Special Education	80	100
Special Education: Preschool/Early Childhood Education	*	
Special Education: Deaf and Hard of Hearing Students	*	
Speech Communication	*	
Teaching Students with Visual Impairments		
Technology Education	*	
Theatre	*	
World and US History	*	

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

A description of waiver categories was not provided.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
# of teachers	51,030	19,480	31,550
# of teachers with waivers	903	518	385
% of teachers with waivers	1.8	2.7	1.2

Waiver totals include full-time teachers

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Tennessee Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved as of spring 1994. The standards apply to all fields and are based on INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in a subject area from an accredited postsecondary institution; successful completion of a university-prescribed assessment of reading, writing, mathematics, and critical thinking; and completion of a state-approved teacher preparation program; or
 - A post-baccalaureate program or course work from an accredited institution in professional education resulting in either a master's degree in teaching or a state certification; or
 - A valid teaching certificate from a state with which Texas has a reciprocity agreement.
- In addition, a candidate must undergo a criminal history check.

Assessments Offered: Examination for the Certification of Educators in Texas (EXCET)

Basic Skills Exams

None Required*

Professional Knowledge Exams (2)

Elementary
Secondary

Subject Matter and Pedagogy Exams (58)

Elementary Comprehensive
Art
All-Level Art
American Sign Language (ASL)
Basic Business
Bilingual Elementary Comprehensive
Bilingual Endorsement
Biology
Braille
Business Administration
Business Composite
Chemistry
Composite Science
Composite Social Studies
Dance

Early Childhood Education
Earth Science
Economics
English
English as a Second Language
French
Generic Special Education
Geography
German
Government
Health Education
History
Industrial Technology
Journalism
Latin
Learning Resources
Life/Earth Science
Middle School Science
Marketing Education
Mathematics
Music
All-Level Music
Physical Education
All-Level Physical Education
Physical Science
Physics
Psychology
Reading
Secretarial Business
Severely Emotionally Disturbed and Autistic
Severely and Profoundly Handicapped

* Although a Basic Skills assessment is required for admission to a teacher preparation program, it is not required for certification purposes.

SPECIFIC REQUIRED ASSESSMENTS, CONT'D...

Sociology
 Spanish
 Special Education—Hearing Impaired
 Speech Communication

Texas Assessment of Sign Communication
 Theater Arts
 Visually Impaired
 Vocational Home Economics
 Vocational Agriculture: Horticulture

Vocational Agriculture: Production
 Texas Oral Proficiency Test (TOPT) French
 Texas Oral Proficiency Test (TOPT) Spanish

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (86 institutions with programs)

	Abilene Christian University		Angelo State University		Austin College		Baylor University		Concordia Lutheran College		Dallas Baptist University		Dallas ISD ¹		East Texas Baptist University		Educ. Service Center Reg. 2 ⁽²⁾		Educ. Service Center Reg. 3	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
ExCET	92	53	91	60	100	1	96	33	93	50	88	70	94	44	91	61	97	13	92	54

T = Took Test
 % = Percent Passing
 R = Rank
 ExCET = Examination for the Certification of Educators in Texas

	Educ. Service Center Reg. 4		Educ. Service Center Reg. 6		Educ. Service Center Reg. 9		Educ. Service Center Reg. 10		Educ. Service Center Reg. 11		Educ. Service Center Reg. 12		Educ. Service Center Reg. 13		Educ. Service Center Reg. 14		Educ. Service Center Reg. 18		Educ. Service Center Reg. 19	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
ExCET	96	27	97	23	100	1	96	26	97	16	97	17	99	8	98	11	97	22	92	55

T = Took Test
 % = Percent Passing
 R = Rank
 ExCET = Examination for the Certification of Educators in Texas

	Educ. Service Center Reg. 20		Fort Worth ISD		Hardin-Simmons University		Houston Baptist University		Houston ISD		Howard Payne University		Houston-Tillotson College		Jarvis Christian College		Lamar University		Letchworth University	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
ExCET	97	15	86	73	92	57	96	32	96	24	84	78	83	79	44	86	89	66	95	35

T = Took Test
 % = Percent Passing
 R = Rank
 ExCET = Examination for the Certification of Educators in Texas

¹ ISD - Independent School District
² Educ. Service Center Reg. - Education Service Center Region

Proportion of Teaching Candidates Passing Each State-Required Assessment, Ranked By Teacher Preparation Program, cont'd.

	Lubbock Christian Univ.		McMurray University		Midwestern State University		Our Lady of the Lake University		Pasadena ISD		Paul Quinn College		Partie View A&M University		Rice University		Sam Houston State University		Schreiner College	
	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R
ExCET	90	64	90	63	96	25	90	65	99	6	56	85	84	77	100	1	95	39	89	69

T = Took Test
 % = Percent Passing
 R = Rank
 ExCET = Examination for the Certification of Educators in Texas

	Southern Methodist Univ.		Southwest Texas State Univ.		Southwestern Adventist College		Southwestern Assemblies of God College		Southwestern University		St. Edwards University		St. Mary's University		Stephen F. Austin State University		Sul Ross State Univ.-Alpine		Sul Ross State Univ.-Uvalde	
	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R
ExCET	92	58	94	42	93	52	100	1	95	36	97	20	93	46	85	75	79	82	95	40

T = Took Test
 % = Percent Passing
 R = Rank
 ExCET = Examination for the Certification of Educators in Texas

	Tarleton State University		Texas A&M Int'l. Univ.		Texas A&M University-College Station		Texas A&M Univ.-Commerce		Texas A&M University-Corpus Christi		Texas A&M University-Kingville		Texas A&M University-Texarkana		Texas Christian University		Texas College		Texas Lutheran College	
	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R
ExCET	87	72	97	14	97	62	93	51	93	47	84	76	94	45	97	18	71	84	89	68

T = Took Test
 % = Percent Passing
 R = Rank
 ExCET = Examination for the Certification of Educators in Texas

	Texas Southern University		Texas Tech University		Texas Wesleyan University		Texas Woman's University		Trinity University		University of Dallas		University of Houston-Downtown		University of Houston-Clear Lake		University of Houston-Victoria			
	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R	T %	R		
ExCET	80	81	94	43	88	71	93	48	99	5	98	9	96	30	98	11	96	31	94	41

T = Took Test
 % = Percent Passing
 R = Rank
 ExCET = Examination for the Certification of Educators in Texas



Proportion of Teaching Candidates Passing Each State-Required Assessment, Ranked By Teacher Preparation Program, cont'd.

T = Took Test
 % = Percent Passing
 R = Rank
 ExCET = Examination for the Certification of Educators in Texas

ExCET	Univ. of Mary Hardin-Baylor		University of North Texas		University of St. Thomas		University of Texas-Arlington		University of Texas-Austin		Univ. of Texas-Brownville		University of Texas-Dallas		University of Texas-El Paso		Univ. of Texas-Pan American		Univ. of Texas-Permian Basin	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
	97	21	96	28	98	10	96	29	99	7	86	74	97	19	92	59	89	67	93	49

T = Took Test
 % = Percent Passing
 R = Rank
 ExCET = Examination for the Certification of Educators in Texas

ExCET	Univ. of Texas-San Antonio		University of Texas-Tyler		University of the Incarnate Word		Wayland Baptist University		West Texas A&M University		Wiley College	
	T	%	T	%	T	%	T	%	T	%	T	%
	95	37	95	38	80	80	95	34	92	56	75	83

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Texas issues Emergency Certificates to both certified teachers and non-certified individuals who meet minimum requirements for the assignment. A certified educator may be serving outside their field or an uncertified individual may have met content course work requirements, but not pedagogical requirements.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	240,951	*	*
Total # of teachers with waivers**	42,470	*	*
% of teachers with waivers	17.6	NA	NA

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

ESL (30%)	Social Studies: Grades 7-8 (24.2%)	Foreign Language: Grades 7-8 (27.4%)
English Language Arts: Grades 7-8 (26.2%)	Social Studies: Grades 9-12 (20.6%)	Foreign Language: Grades 9-12 (21.0%)
Mathematics: Grades 7-8 (31.1%)	Phys. Ed. & Health: Grades 7-8 (21.8%)	Technology Applications (75.1%)
Science: Grades 7-8 (27.2%)	Phys. Ed. & Health: Grades 9-12 (26.5%)	Career & Technology (41.6%)

Waiver totals include full- and part-time teachers employed during the 1996-97 school year.

* Data not reported.

NA = Not Applicable

** The number of teachers with waivers are those who have been identified as "not holding a target certificate." At the Secondary level the Target Certificate is a content area certificate for grade levels 6-12 such as Math, History, etc. Secondary data represent all assignments of the individual; therefore, a certified history teacher assigned to teach classes in both history and math is identified as "holding target certificate for the history classes and "not holding target certificate" for the math classes.

Teacher Standards

Teacher standards were initially approved in January 1992, and are continually updated. The standards apply to all fields.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A valid teaching certificate from a state with which Utah has a reciprocity agreement.
- In addition, a candidate must undergo an FBI fingerprint check or police record investigation and present verification of current teaching experience or completion of courses in technology, reading in the content area, and special education law.

Assessments Offered

Utah does not require assessments for teacher licensure or certification at this time.

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

Utah does not require assessments at this time, therefore, no program reports are available.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Utah offers various options that allow individuals who have not completed a certification program to teach, (1) the Alternative Preparation for Teaching Program allows individuals with a major or minor in the content area and more than 5 years experience in the field to complete specific course work over a 2-year period; (2) an Eminence Certificate is given to individuals qualified in special fields such as the arts and allows them to teach up to two periods a day.

Because Utah law requires teachers to be certified *and* endorsed in the content area of their assignment, school districts may request Letters of Authorization for individuals not endorsed in their assigned content area. The Letter of Authorization is good for 1 year and may be renewed up to 4 years with completion of course work leading to the endorsement.

Waiver Rates

State Totals In High-Poverty Districts In Low-Poverty Districts

Total # of teachers	23,177	260	22,917
Total # of teachers with waivers	252	*	*
% of teachers with waivers	1.0	NA	NA

Waiver totals include full- and part-time teachers

* Data not reported.

NA = Not Applicable

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Utah Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were revised in August 1998. The standards apply to the Level I: Beginning Educator License and to all subject area endorsements. Teachers who meet additional state standards are eligible for the Vermont Level II: Professional Educator License, the advanced certificate.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program.
- In addition, candidates must undergo a fingerprint check or show evidence of at least 12 consecutive weeks of student teaching, meet state Board specified knowledge and skills, and successfully complete a major, or its equivalent, in the liberal arts and sciences.

Assessments Offered

Vermont does not require assessments for teacher licensure or certification at this time.

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

Vermont does not require assessments at this time, therefore, no program reports are available.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Vermont issues a waiver in cases where a local district is unable to find appropriately licensed or endorsed applicants after making all reasonable efforts to do so; when a licensed or endorsed applicant does not possess the qualities necessary for the specific assignment; and when the teaching candidate possesses outstanding compensating qualifications for the specific licensure or certification requirements and when adequate on-site supervision is provided.

Waiver Rates

The Vermont Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher program standards were approved as of 1994, and new competencies for licensure were approved as of 1998. The standards apply to all fields.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program;
- or
- A valid teaching certificate from a state with which Virginia has a reciprocity agreement.

Assessments Offered:

ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
 Computer Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams

None Required

Subject Matter and

Pedagogy Exams (26)

Art Education (NK-12)
 Biology
 Biology & General Science
 Business Education
 Chemistry/Physics
 Chemistry, Physics & General Science
 Early Childhood Education
 Earth/Space Science
 Education in the Elementary School
 English Language and Literature
 French
 German
 Health Education
 Home Economics Education
 Marketing Education
 Mathematics
 Music Education
 Physical Education
 Physics

Social Studies

Spanish

Teaching Students with Emotional Disturbance

Teaching Students with Learning Disabilities

Education of Students with Mental Retardation

Speech Communication

Technology Education

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

The Virginia Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Virginia offers two special licenses to individuals who have not completed all requirements for certification. The Provisional License is a 3-year nonrenewable license for individuals entering the teaching field through an alternative route. A Special Education Conditional License is a 3-year nonrenewable license issued to an individual employed as a special education teacher. Individuals must meet certain degree and program of study requirements while these licenses are valid.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	84,231	21,637	62,594
Total # of teachers with waivers	5,277	1,645	3,632
% of teachers with waivers	6.2	7.6	5.8

Waiver totals include full-time teachers.

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Virginia Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved as of 1997-1998. The standards apply to all fields and are based on INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program.
In addition, a fingerprint check or police record examination is required.

Assessments Offered

Washington does not require assessments for teacher licensure or certification at this time.

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

Washington does not require assessments at this time, therefore, no program reports are available.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Washington issues Conditional or Emergency Substitute Certificates to a school district when it has been determined that a teacher has the competencies to be an effective teacher in areas other than areas currently endorsed. A planning and study plan associated with the out-of-endorsement assignment must be developed and submitted. Annual reports are required by the State Board of Education indicating the number of teachers in out-of-endorsement assignments and the specific assistance provided.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers ¹	62,607	*	*
Total # of teachers with waivers	418	*	*
% of teachers with waivers	0.7	NA	NA

Waiver totals include full- and part-time teachers

¹ Represents those employed in the 1998-99 fiscal year.

* Data not reported.

NA = Not Applicable

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Washington Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards were approved as of June 1997.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 A valid teaching certificate from a state with which West Virginia has a reciprocity agreement.

In addition, candidates must be U.S. citizens, of good moral character, and 18 years of age, pass physical, mental and emotional qualifications, and have a 2.5 grade point average on a 4.0 point scale

Assessments Offered:

ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
 Computer-Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams (3)

Principles of Learning and Teaching (PLT): Grades K-6, 5-9, or 7-12

Subject Matter and

Pedagogy Exams (40)

Agriculture
 Art
 Athletic Trainer
 Biology: Content Knowledge, Parts 1 & 2
 Business Education
 Chemistry: Content Knowledge
 Driver Education
 Early Childhood Education
 Early Education: Pre-K-K
 Elementary Education: Curriculum, Instruction & Assessment
 English Language, Literature and Composition
 French
 General Mathematics
 General Science: Content Knowledge, Parts 1 & 2
 German
 Gifted Education
 Health Education
 Home Economics Education
 Latin
 Marketing Education
 Mathematics
 Multi-subjects: K-4 and K-8
 Music
 Oral Communications
 Physical Education
 Physical Science
 Physics
 Reading Specialist
 Social Studies
 Spanish
 Special Education: Knowledge-Based Core Principles, Preschool/Early Childhood, Teaching Students with Behavioral/Emotional Disorders, Teaching Students with Learning Disabilities, and Teaching Students with Mental Retardation
 Speech Communication
 Technology Education

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program (19 institutions with programs)

West Virginia provided both aggregate and program pass rate data.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

CBT = Computer-Based Testing

PLT = Principles of Learning and Teaching

PPST = Pre-Professional Skills Test

	All Institutions	
	T	%
BASIC SKILLS		
PPST: Mathematics	1620	77
PPST: Reading	1643	85
PPST: Writing	1626	80
CBT: Mathematics		
CBT: Reading		
CBT: Writing		
PROFESSIONAL KNOWLEDGE		
PLT: Grades K-6	911	92
PLT: Grades 5-9	44	86
PLT: Grades 7-12	526	99
SUBJECT MATTER & PEDAGOGY		
Agriculture	11	100
Art: Content Knowledge	25	96
Athletic Trainer	*	
Biology: Content Knowledge	37	62
Biology: Content Knowledge, Part 1	31	97
Business Education	22	77
Chemistry: Content Knowledge	16	81

	All Institutions	
	T	%
Driver Education (WV)	*	
Early Childhood Education	67	96
Early Education Pre-K-K	83	96
Elem. Ed.: Curric., Instruction, and Assess.	891	94
Engl. Lang., Lit., and Comp.: Content Knowl.	120	88
French: Content Knowledge	*	
General Mathematics (WV)	56	98
General Science: Content Knowledge, Part 2	55	82
German: Content Knowledge	*	
Gifted Education (WV)	15	80
Health Education	71	79
Health and Physical Ed.: Content Knowledge		
Home Economics Education	13	100
Latin	*	
Marketing Education	*	
Mathematics: Content Knowledge	104	41
Multi-Subjects, Grades K-4		
Multi-Subjects, Grades K-8		
Music: Content Knowledge	63	98

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

	All Institutions	
	T	%
Oral Communications	*	
Physical Education: Content Knowledge	94	66
Physical Science: Content Knowledge	44	89
Physics	*	
Reading Specialist	74	92
Social Studies: Content Knowledge	139	94
Spanish: Content Knowledge	11	73
Special Education: Knowledge-Based Core Principles	282	100
Special Education: Preschool/Early Childhood	34	97
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances	135	96
Special Education: Teaching Students with Learning Disabilities	169	99
Special Education: Teaching Students with Mental Retardation	180	99
Speech Communication		
Technology Education	12	100

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

Proportion of Teaching Candidates Passing Each State-Required Assessment, Ranked By Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test
 % = Percent Passing
 R = Rank
 CBT = Computer-Based Testing
 PLT = Principles of Learning and Teaching
 PPST = Pre-Professional Skills Test

	Alderson Coll.		Bethany College		Bluefield State College		Concord College		Davis and Ekins College		Fairmont State College		Glenville State College		Marshall University		M U Graduate College		Ohio Valley College					
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%				
BASIC SKILLS EXAMS																								
PPST: Mathematics	13	54	14	78	7	13	90	77	9	25	84	2	129	79	6	80	71	10	196	78	7	*		
PPST: Reading	13	62	15	74	12	11	90	80	11	24	88	4	131	85	7	79	82	10	196	88	4	*		
PPST: Writing	12	75	9	71	13	6	91	79	6	24	75	9	132	77	8	79	71	13	194	86	1	*		
CBT: Mathematics																								
CBT: Reading																								
CBT: Writing																								
PROFESSIONAL KNOWLEDGE																								
PLT: Grades K-6	*				14	100	1	24	88	11	41	88	11	*	84	90	9	22	100	1	132	87	13	*
PLT: Grades 5-9	*				*									*	*						10	100	1	*
PLT: Grades 7-12	*				*									*	56	100	1	33	100	1	72	97	7	*
SUBJECT MATTER & PEDAGOGY																								
Agriculture																								
Art: Content Knowledge								*																
Athletic Trainer	*																							
Biology: Content Knowledge	*				*																			
Biology: Content Knowledge, Part 1	*				*																			
Business Education								*																
Chemistry: Content Knowledge	*				*																			
Driver Education (WV)								*																
Early Childhood Education								*																

Proportion of Teaching Candidates Passing Each State-Required Assessment, Ranked By Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

	Alderson Coll.		Berhany College		Bluefield State College		Concord College		Davis and Elkins College		Fairmont State College		Glenville State College		Marshall University		M U Graduate College		Ohio Valley College			
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%		
Early Education Pre-K-K							*						*		21	100	1	*				
Elem. Ed.: Curric., Instruction, and Assess.	*		11	91	9	22	86	12	32	94	7	84	92	8	21	95	6	124	90	10	*	*
Engl. Lang., Lit., and Comp.: Content Knowl.	*		*		*		*		*			12	58	4	*			14	100	1		
French: Content Knowledge			*		*				*			*										
General Mathematics (WV)	*		*		*		*		*		11	100	1	*				*				
General Science: Content Knowledge, Part 2	*		*		*		*		*						11	82	1					
German: Content Knowledge			*		*				*						*			*				
Gifted Education (WV)															*			*				
Health Education															12	100	1					
Home Economics Education																						
Latin															*			*				
Marketing Education															*			*				
Mathematics: Content Knowledge	*		*		*		10	40	2	*	*	*	*	*	12	33	3					
Multi-Subjects, Grades K-4																						
Multi-Subjects, Grades K-8																						
Music: Content Knowledge	*		*		*										*			*				
Oral Communications	*		*		*		*		*		*	*	*	*	*			*				
Physical Education: Content Knowledge	*		*		*		13	62	2	*	*	*	*	*	11	64	2					
Physical Science: Content Knowledge	*		*		*					*	*	*	*	*	*			*				
Physics										*	*	*	*	*	*			*				
Reading Specialist															20	90	2	10	90	2		
Social Studies: Content Knowledge	*		*		*		*		*	*	11	82	5	*	13	100	1					

Proportion of Teaching Candidates Passing Each State-Required Assessment, Ranked By Teacher Preparation Program, cont'd.

	Alderson Coll.		Bethany College		Bluefield State College		Concord College		Davis and Ekins College		Fairmont State College		Glenville State College		Marshall University		M U Graduate College		Ohio Valley College			
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%		
* = An asterisk indicates less than 10 test takers per assessment offered. T = Took Test % = Percent Passing R = Rank																						
Spanish: Content Knowledge																						
Special Education: Knowledge-Based Core Principles	*			*		*		*		*		*		12	100	1	40	100	1	25	100	1
Special Education: Preschool/Early Childhood																*			*			
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances														12	100	1	27	100	1	40	95	4
Special Education: Teaching Students with Learning Disabilities	*			*				*		*		*		*		18	100	1	23	100	1	
Special Education: Teaching Students with Mental Retardation	*			*				*		*		*		15	100	1	41	95	5	32	100	1
Speech Communication																						
Technology Education																						

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test

% = Percent Passing

R = Rank

PPST = Pre-Professional Skills Test

	Salem-Teikyo University		Shepherd College		University of Charleston		West Liberty State College		West Virginia State College		West Virginia University		West Virginia Wesleyan Coll.		Wheeling Jesuit College		West Virginia University/Parkersburg						
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%					
BASIC SKILLS																							
PPST: Mathematics	*		80	81	4	*	109	70	11	96	69	12	202	88	1	23	83	3	*	66	80	5	
PPST: Reading	10	90	3	81	91	1	*	112	71	14	99	83	9	204	91	1	23	87	6	*	65	85	7
PPST: Writing	*		80	80	5	*	110	73	12	101	79	6	205	85	3	21	86	1	*	67	75	9	

Proportion of Teaching Candidates Passing Each State Required Assessment, Ranked By Teacher Preparation Program, cont'd.

* = An asterisk indicates less than 10 test takers per assessment offered.

T = Took Test
 % = Percent Passing
 R = Rank
 CBT = Computer-Based Testing
 PLT = Principles of Learning and Teaching

	Salem-Teligo University		Shepherd College		University of Charleston		West Liberty State College		West Virginia State College		West Virginia University		West Virginia Wesleyan Coll.		Wheeling Coll.		West Virginia University/ Parkersburg						
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%					
CBT: Mathematics																							
CBT: Reading																							
CBT: Writing																							
PROFESSIONAL KNOWLEDGE																							
PLT: Grades K-6	*		53	91	10	100	1	57	91	7	29	90	9	193	93	6	31	97	5	57	100	1	
PLT: Grades 5-9			*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
PLT: Grades 7-12	*		34	100	1	27	100	1	13	92	8	128	98	6	12	100	1	*	*	*	*	*	
SUBJECT MATTER & PEDAGOGY																							
Agriculture																							
Art: Content Knowledge			*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Athletic Trainer	*																						
Biology: Content Knowledge	*		*		*		*	*	*	*	*	10	80	1	*	*	*	*	*	*	*	*	
Biology: Content Knowledge, Part 1	*		*		*		*	*	*	*	*	10	90	1	*	*	*	*	*	*	*	*	
Business Education			*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Chemistry: Content Knowledge	*		*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Driver Education (WV)	*						*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Early Childhood Education							*	*	*	*	*	11	91	1									
Early Education PreK-K			*				*	*	*	*	*	15	87	2	*	*	*	*	*	*	*	*	
Elem. Ed.: Curric., Instruction, and Assess.	*		48	98	3	51	90	10	24	100	1	195	96	4	26	96	4	30	100	1	30	100	1
English Lang., Lit., and Comp.: Content Know.			*		*		12	100	1	*	*	20	95	3	*	*	*	*	*	*	*	*	
French: Content Knowledge												*	*	*	*	*	*	*	*	*	*	*	

Proportion of Teaching Candidates Passing Each State Required Assessment, Ranked By Teacher Preparation Program, cont'd.

	Salern-Teikyo University		Shepherd College		University of Charleston		West Liberty State College		West Virginia State College		West Virginia University		West Virginia Wesleyan Coll.		Wheeling Jesuit College		West Virginia University/Parkersburg	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
* = An asterisk indicates less than 10 test takers per assessment offered.																		
T = Took Test																		
% = Percent Passing																		
R = Rank																		
General Mathematics (WV)	*		*		*		*		*		12	83	*					
General Science: Content Knowledge, Part 2	*		*		*		*		*		17	76	*		*			
German: Content Knowledge											*							
Gifted Education (WV)											*							
Health Education	*		*		*		*		*		18	78	*		*			
Health and Physical Ed.: Content Knowledge																		
Home Economics Education			*								*							
Latin																		
Marketing Education																		
Mathematics: Content Knowledge	*		*		*		*		*		17	47	*		*			
Multi-Subjects, Grades K-4																		
Multi-Subjects, Grades K-8																		
Music: Content Knowledge			*		*		*		*		16	100	*					
Oral Communications			*								*							
Physical Education: Content Knowledge	*		*		*		*		*		23	70	*					
Physical Science: Content Knowledge	*		*		*		*		*		16	94	*		*			
Physics											*							
Reading Specialist											31	97	*					
Social Studies: Content Knowledge	*		16	100	1		12	83	4	*	19	100	1	*	*			
Spanish: Content Knowledge							*				*				*			
Special Education: Knowledge-Based Core Principles	*		*				17	100	1	*	118	100	1	*				

Proportion of Teaching Candidates Passing Each State Required Assessment, Ranked By Teacher Preparation Program, cont'd.

	Salem-Tellico University		Shepherd College		University of Charleston		West Liberty State College		West Virginia State College		West Virginia University		West Virginia Wesleyan Coll.		Wheeling Jesuit College		West Virginia University/ Parkersburg	
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%
R = Rank																		
* = An asterisk indicates less than 10 test takers per assessment offered.																		
T = Took Test																		
% = Percent Passing																		
Special Education: Preschool/Early Childhood											17	100	1					
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances											28	96	3					
Special Education: Teaching Students with Learning Disabilities											76	99	3	*				
Special Education: Teaching Students with Mental Retardation	*						16	100	1		33	100	1					
Speech Communication																		
Technology Education																		

* Number of Policy 5100 Examinees who attempted test for the first time during the 1997-98 test administration year.
The column for State Totals includes Out-of-State graduates who were required to satisfy West Virginia Testing Requirements.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of West Virginia gives the state superintendent the authority to waive any licensure regulation if justified. These waivers are not necessarily temporary in nature. A Temporary Certificate may be granted to an out-of-state applicant who has completed a state-approved program, but lacks the testing and/or citizenship requirements. A Permit is a 1-year license granted to an individual who has at least 25 percent of the state-approved program completed and is employed to teach in the area of specialization for which the permit is issued. An Out-of-Field Authorization is a 1-year license granted to an individual who holds a valid teaching certification, has less than 25 percent of the program completed, and is employed to teach in the same specialization area.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	*	*	*
Total # of teachers with waivers	2,046	1,105	153
% of teachers with waivers	NA	NA	NA

* Data not reported.

NA = Not Applicable

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The West Virginia Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

Teacher standards are being developed. They will be based on INTASC standards.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area and either completion of a state-approved teacher preparation program or completion of specific credit-hour requirements in general and professional education course work; or
- A post-baccalaureate program or course work in professional education and completion of a state-approved teacher preparation program.

Assessments Offered: ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
Computer Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams

None required.

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

The Wisconsin Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Wisconsin issues a Special License for out-of-field teaching for individuals who are licensed teachers. Valid for 1 year, these Special Licenses must be requested in writing with a full explanation and justification of the need.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	57,017	7,797	49,218
Total # of teachers with waivers	1,920	*	*
% of teachers with waivers	3.4	NA	NA

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Basic Skills (8.8%)	Language (12.7%)	Other (9.3%)
Career Tech (7.8%)	Mathematics (4.1%)	Science (4.2%)
Health/Physical Ed./Driver's Ed. (3.7%)	Music/Art/Theater (3.9%)	

Waiver totals include full- and part-time teachers.

* Data not reported.

NA = Not Applicable

Teacher Standards

Teacher standards were approved as of 1988. The standards apply to all fields.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area and completion of a state-approved teacher preparation program; or
 - A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
 - A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program.
- A valid teaching certificate from a state with which Wyoming has a reciprocity agreement.
- In addition, an individual must undergo a fingerprint check or police record examination.

Assessments Offered

Wyoming does not require assessments at this time.

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

Wyoming does not require assessments for teacher licensure or certification at this time, therefore, no program reports are available.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The state of Wyoming issues Temporary Permits for individuals without credentials who carry a bachelor's degree in the subject area. Transitionals are individuals teaching who meet two-thirds of the program requirements for teaching in the subject area. Collaboration is an emergency tool available to school districts on a 1-year basis to cover out-of-field assignments. A waiver is a permanent suspension of a requirement of rule. An Exception is a temporary suspension of a certification regulation due to special circumstances. Exceptions are issued for a specific length of time.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	8,156	723	7,433
Total # of teachers with waivers	183	14	169
% of teachers with waivers	2.2	1.9	2.2

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

Computer Science (8.7%)

Waiver totals include full- and part-time teachers for 1997-98.

Teacher Standards

No information.

**General Certification and
Licensure Requirements**

No information was reported.

Assessments Offered

No information was reported.

**Proportion of Teaching State
Candidates Passing State
Required Assessments, by
Teacher Preparation Program**

No information was reported.

**State Waiver Categories:
Exceptions from Regular
Certification and Licensure
Requirements**

No information was reported.

Teacher Standards

Teacher standards were approved on December 2, 1985 and amended in 1986 and 1988. There are standards applying to all fields and there are specific standards that apply to the following fields: English/Language Arts, Mathematics, Social Studies, Science, Arts, Foreign Language, Elementary Education, and Middle Grades Education.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted with the fulfillment of the following sets of conditions:

A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work. In addition, candidates must be U.S. citizens, demonstrate physical ability, and be available to teach worldwide.

Assessments Offered: ETS Praxis

Basic Skills Exams (6)

Pre-Professional Skills Test (PPST): Reading, Writing, and Mathematics
Computer Based Test (CBT): Reading, Writing, and Mathematics

Professional Knowledge Exams (1)

Core Battery: Professional Knowledge

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching Candidates Passing State Required Assessments, by Teacher Preparation Program

DoDEA does not have teacher preparation programs.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

DoDEA does not grant waivers.

Teacher Standards

No information.

**General Certification and
Licensure Requirements**

No information was reported.

Assessments Offered

No information was reported.

**Proportion of Teaching
Candidates Passing State
Required Assessments, by
Teacher Preparation Program**

No information was reported.

**State Waiver Categories:
Exceptions from Regular
Certification and Licensure
Requirements**

No information was reported.

Teacher Standards

Teacher standards exist and apply to all fields.

General Certification and Licensure Requirements

- The initial teacher certificate or license is granted by the jurisdiction with the fulfillment of the following sets of conditions:
 - A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
 - A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work; or
 - A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
 - A valid teaching certificate from a state with which Guam has a reciprocity agreement.
- In addition, candidates must pass a state-prescribed assessment and have U.S. citizenship status.

Assessments Offered

Basic Skills Exams (1)

Guam Educator's Test of English Proficiency (GETEP)

Professional Knowledge Exams

None Required

Subject Matter and Pedagogy Exams

None Required

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

The Guam Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

One-year emergency teaching certification is allowed, if there are no fully certified applicants available.

Waiver Rates

	State Totals	In High-Poverty Districts	In Low-Poverty Districts
Total # of teachers	2,191	*	*
Total # of teachers with waivers	74	*	*
% of teachers with waivers	3.4	NA	NA

Waiver totals include full- and part-time teachers.

* Data not reported.

NA = Not Applicable

High Waiver Areas: Subject Areas with High Percentage or Number of Teachers with Waivers

The Guam Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

No information.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of the following sets of conditions:

A bachelor's, master's or higher degree resulting from a course of instruction of at least 3.5 years.

In addition, an individual initially certified in another state or territory must submit a statement that they hold a current valid license and have never had their license suspended or revoked.

The individual must also submit results of a medical examination and must not have been convicted of a felony indicating unfitness to teach.

Assessments Offered

The Northern Mariana Islands do not require assessments.

Proportion of Teaching Candidates Passing State Required Assessments, by Teacher Preparation Program

The Northern Mariana Islands do not require assessments at this time, therefore no program reports are available.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

The Northern Mariana Islands do not grant waivers under its current policies.

Teacher Standards

Teacher standards do not exist at this time. A document titled *Perfil del Maestro* (The Teacher's Profile) exists that lists competencies desired of teachers. Legislation passed in July 1999, but not yet implemented, calls for a career ladder for teachers, which would include requirements for each teaching level.

General Certification and Licensure Requirements

The initial teacher certificate or license is granted by the state with the fulfillment of any of the following sets of conditions:

- A bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work; or
- A bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program; or
- A degree from a non-U.S. institution equivalent to a bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis; or
- A valid teaching certificate from a state with which Puerto Rico has a reciprocity agreement.
- In addition, candidates must have a grade-point average (both overall and in their areas of specialization) of at least

Assessments Offered: College Board Office for Puerto Rico and Latin America

Basic Skills Exams (1)

Basic Knowledge and Communications Skills
(Prueba de Conocimientos Fundamentales y Competencias de la Comunicacion)

Professional Knowledge Exams (1)

Professional Skills (Prueba de Competencias Profesionales)

Subject Matter and Pedagogy Exams

None Required

2:50; must have passed a college course on the history of Puerto Rico as well as one on the history of the United States; must have passed a course on the characteristics and education of students with special needs; must have passed a course on computer technologies in education; and must be of good moral character, in good physical and mental health (notwithstanding any physical impediment), and must meet any applicable child-support responsibilities.

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program

The following table displays the percentage of teaching candidates who passed each of the assessments required by Puerto Rico for teacher certification across the entire jurisdiction. At this time, data were not available by individual teacher preparation program.

	All Institutions	
	T	%
T = Took Test		
% = Percent Passing		
Prueba de Conocimientos Fundamentales y Competencias de la Comunicación	3,405	75
Prueba de Competencias Profesionales	3,160	81

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

Puerto Rico gives Provisional Certificates in specific shortage areas.

Waiver Rates

The Puerto Rico Department of Education reported the requested data were not readily available at the time of the initial questionnaire.

Teacher Standards

No information.

General Certification and Licensure Requirements

No information was reported.

Assessments Offered

No information was reported.

Proportion of Teaching Candidates Passing State Required Assessments, by Teacher Preparation Program

No information was reported.

State Waiver Categories: Exceptions from Regular Certification and Licensure Requirements

No information was reported.

Appendices

Appendix A: Complete List of Praxis Tests, Scores, and State Cut Scores: 1998-99

This appendix contains a listing of the Praxis assessments used by states in the teacher certification and licensure process. The Praxis Series, or Professional Assessments for Beginning Teachers, was developed and is administered by the Educational Testing Service (ETS).

There are 3 components of the Praxis Series: Praxis I—Academic Skills Assessments; Praxis II—Subject Assessments/Specialty Area, Professional Knowledge, and Core Battery tests, the Principles of Learning and Teaching (PPLT), and the Multiple Subjects Assessment for Teachers (MSAT); and Praxis III—Classroom Performance Assessment. The Academic Skills Assessments include the Pre-Professional Skills Tests (PPST) and the Computer-Based Testing (CBT) program, both of which measure basic proficiency in reading, writing, and mathematics. States set their own cut score or minimum passing score for their test takers.

BASIC SKILLS

	Praxis I: Academic Assessments						Praxis II: Core Battery			
	PPST: Mathematics	PPST: Reading	PPST: Writing	CBT: Mathematics	CBT: Reading	CBT: Writing	Communication Skills	General Knowledge	Professional Knowledge	
Test Number	730	710	720	731	711	721	500	510	520	
Score Range	150-190	150-190	150-190	300-335	300-335	300-335	600-695	600-695	600-695	
State										
AR	169	170	171	314	316	316			642	
CT				319	324	318				
DE	174	175	173	319	322	319			657	
DC	*	172	171	*	319	316				
FL	175	172	171	317	321	318				
GA	173	172	172	318	319	318			646	
HI	176	175	171	321	322	316			642	
IN							653	647	644	
KS	174	173	172						645	
KY	173	173	172	318	320	318	646	643	648	
LA							645	644	648	
ME	172	173	168	317	320	312	656	649		
MD			172				648	645		
MN	169	173	172	314	320	318				
MS	169	170	172	314	316	318				
MT	170	170	170	315	316	314			630	

* = Test required—passing score not set ** = Effective January 1999 + = Multiple scores required a-ac = See notes at end of this appendix

Appendix A: Complete List of Praxis Tests, Scores, and State Cut Scores: 1998-99, cont'd.

BASIC SKILLS, cont'd.

	Praxis I: Academic Assessments					Praxis II: Core Battery			
	PPST: Mathematics	PPST: Reading	PPST: Writing	CBT: Mathematics	CBT: Reading	CBT: Writing	Communication Skills	General Knowledge	Professional Knowledge
NC	173	176	173	318	323	319			661
NE	171	170	172	316	316	318			646
NH	172	174	172	317	321	318			642
NJ								649	643
NM							644	645	630
NV	170	172	172	315	319	318			649
NY							650	649	642
OH								642	
OR	175	174	171	320	321	317			
PA							646	644	653
RI							657 (g)	649 (g)	
SC	*	*	*	*	*	*			
TN	169	169	172	314	315	318			
TX	*	*	*	*	*	*			
VA	178	178	176	323	326	324			
WV	172	172	171	317	319	316			
WI	173	175	174	318	322	320			
DoDEA	175	177	174	320	325	320	655		
USVI	170	175	174	315	322	320			

MORE ON APPENDIX A ...

PROFESSIONAL KNOWLEDGE OF TEACHING

	PLT: Grades K-6	PLT: Grades 5-9	PLT: Grades 7-12
Test Number	522	523	524
Score Range	100-200	100-200	100-200
State			
AR			
CT		163	
FL			
GA		166	
HI	163	157	157
IN			
KS			
KY			
LA			
ME			
MD			
MS	152	152	152

PROFESSIONAL KNOWLEDGE OF TEACHING, cont'd.

	PLT: Grades K-6	PLT: Grades 5-9	PLT: Grades 7-12
MO		160	160
NC	160	160	160
NJ			
NM			
NV	169		161
NY			
OH			
OR			
PA	162		159
RI			
SC			
TN	155	*	159
WV	165	154	156
DoDEA			

SUBJECT AREA KNOWLEDGE

	Accounting (PA Version)	Agriculture	Agriculture (CA Version)	Agriculture (PA Version)	Art Education	Art Making	Art: Content Knowledge	Art: Content, Traditions, Criticism & Aesthetics	Athletic Trainer (WV Version)	Biology
Test Number	791	700	900	780	130	131	133	132	097	230
Score Range	100-200	250-990	250-990	250-990	250-990	100-200	100-200	100-200	100-200	250-990
State										
AR					450					
CA						171 passing, 163 min. (a)		160 passing, 150 min. (a)		
CT				470		148	157	130		
DE										
DC										
FL										
GA		530				150	161			
HI							166	135		
IN					510					
KS										
KY		530				154	139			
LA										
ME										
MD					510					510
MN										
MO		490					153			
MS					530					
MT										
NC						(b)	(b)	(b)		550
NE										*
NH										

SUBJECT AREA KNOWLEDGE, cont'd.

	Accounting (PA Version)	Agriculture	Agriculture (CA Version)	Agriculture (PA Version)	Art Education	Art Making	Art: Content Knowledge	Art: Content, Traditions, Criticism & Aesthetics	Athletic Trainer (WV Version)	Biology
NJ							136			
NM										
NV						154	156			
NY										
OH					510					
OR			620		610					
PA	*			*			161			
RI										
SC					500					480
TN		530					150	*		
TX										
VA					500					
WV		430					160		158	
WI										
DoDEA										
USVI										

SUBJECT AREA KNOWLEDGE, cont'd.

	Biology & General Science	Biology: Content Essays	Biology: Content Knowledge, Part 1	Biology: Content Knowledge, Part 2	Biology: Content Knowledge	Biology: Pedagogy	Business Education	Chemistry	Chemistry: Content Essays	Chemistry: Content Knowledge	Chemistry: Content Knowledge
Test Number	030	233	231	232	235	234	100	240	242	241	245
Score Range	250-990	100-200	100-200	100-200	100-200	100-200	250-990	250-990	100-200	100-200	100-200
State											
AR	540						550				
CA		157 passing, 150 min. (c)							155 passing, 145 min. (c)		
CT					152		620		140		
DE											
DC			152	144		*				147	
FL											
GA		143**			152**		590		140**		
HI			161			139	550			144	
IN	560						480	460			
KS											
KY	550	139	139				570			144	
LA	580						540				
ME											151
MD	570						540	*			
MN											
MO			156				550			142	
MS	570						550	510			154**
MT											
NC		(d)	(d)			(d)	580		(f)	(f)	
NE											
NH											

MORE ON APPENDIX A ...



SUBJECT AREA KNOWLEDGE, cont'd.

	Biology & General Science	Biology: Content Essays	Biology: Content Knowledge, Part 1	Biology: Content Knowledge, Part 2	Biology: Content Knowledge	Biology: Pedagogy	Business Education	Chemistry	Chemistry: Content Essays	Chemistry: Content Knowledge	Chemistry: Content Knowledge
NJ				142			580			119	
NM											
NV			154		146, 150**		560		**		
NY											
OH	560						540	430			
OR		154	161	156			620		140	144	
PA	*		144	135							
RI											**
SC	590						540				
TN		*	146			*	570		*	136	
TX											
VA	580						550	*			
WV			140		152		570				
WI											
DoDEA											
USVI											154

MORE ON APPENDIX A ...

SUBJECT AREA KNOWLEDGE, cont'd.

Test Number	Chemistry, Physics & General Science	Communication	Computer Literacy/ Data Processing	Cooperative Education	Data Processing (PA Version)	Driver Education (WV Version)	Early Childhood Education	Earth/ Space Science	Earth Science: Content Knowledge	Economics	Ed. Leadership: Admin. & Supervision
Test Number	070	800	650	810	792	867	020	570	571	910	410
Score Range	250-990	250-990	250-990	250-990	100-200	100-200	250-990	250-990	100-200	250-990	250-990
State	520						500				+
AR											
CA									157		
CT											
DE							520				
DC							600				
FL											590
GA											
HI							510	420		460	
IN											
KS	510										540
KY	530						510				620
LA											
ME	520						520				
MD											
MN							500		147		
MO	510		*								590
MS											
MT											
NC									134		540
NE											590
NH							530	530			

SUBJECT AREA KNOWLEDGE, cont'd.

	Chemistry, Physics & General Science	Communication	Computer Literacy/ Data Processing	Cooperative Education	Data Processing (PA Version)	Driver Education (WV Version)	Early Childhood Education	Earth/ Space Science	Earth Science: Content Knowledge	Economics	Ed. Leadership: Admin. & Supervision
NJ											
NM											
NV											
NY	520						480				500
OH											
OR	*	*		770	*		530	570			
PA											
RI	570						520				590
SC							570		144	560	530
TN											
TX	560						490	*			
VA						141	530				570
WV											
WI											
DoDEA											
USVI											

MORE ON APPENDIX A ...

Appendix A: Complete List of Praxis Tests, Scores, and State Cut Scores: 1998-99, cont'd.

SUBJECT AREA KNOWLEDGE, cont'd.

Test Number	010	271	320	012	011	016	041	042	043	English Lang. & Literature & Pedagogy	English Language & Literature	Environmental Education
Score Range	250-990	100-200	250-990	100-200	100-200	100-200	100-200	100-200	100-200	100-200	250-990	250-990
State												
AR	500										490	
CA								160				
CT				148	163		172	160				
DE												
DC				*	146		142		*			
FL	560		580		151		165					
GA		168		137		154	163	135				
HI				135	164		164		150			
IN	520		560								500	
KS												
KY		156			143		138	135				
LA	550										550	
ME												
MD	550										500	
MN												
MO					164		158					
MS	540		540								530	
MT												
NC	540		580	(h)	(h)		(i, k)	(i)	(i, k)			
NE												
NH									155, 150**			



Appendix A: Complete List of Praxis Tests, Scores, and State Cut Scores: 1998-99, cont'd.

SUBJECT AREA KNOWLEDGE, cont'd.

	Education in the Elementary School	Education of Deaf & Hard of Hearing Students	Education of Students with Mental Retardation	Elem. Ed: Content Area Exercises	Elem. Ed: Curriculum, Instruction & Assessment	Elem. Ed: Curriculum, Instruction & Assess. (K-5)	Engl. Lang., Lit., & Comp.: Knowledge	Engl. Lang., Lit., & Comp.: Essays	English Lang. Lit., & Comp.: Pedagogy	English Language & Literature	Environ-mental Education
NJ							155				
NM											
NV				135	158			155			
NY											
OH	510		490								
OR		*	670				164	145			
PA		*			164		153				*
RI											
SC	540		590							500	
TN		*		*	159		157	*	*		
TX											
VA	520		520							520	
WV					155		155				
WI											
DoDEA											
USVI											

MORE ON APPENDIX A ...

SUBJECT AREA KNOWLEDGE, cont'd.

	Foreign Language Pedagogy	French	French: Content Knowledge	French: Linguistic, Literary, & Cult. Analy.	French: Productive Language Skills	General Mathematics (WV Version)	General Science	General Science: Content Essays	General Science: Content Knowledge 1	General Science: Content Knowledge 2	General Science: Content Knowledge
Test Number	840	170	173	172	171	067	430	433	431	432	435
Score Range	100-200	250-990	100-200	100-200	100-200	100-200	250-990	100-200	100-200	100-200	100-200
State											
AR		490									
CA				171	172			150 passing, 140 min., (c,e,l,m)			
CT			165		163			145			157
DE											
DC		520							136	143	
FL											
GA			156		155			120			145
HI			158		164				157		
IN		520					+				
KS											
KY			144		151					150	
LA		520									
ME											
MD		510									
MN											
MO		500									
MS		510									
MT											
NC			(f)		(j)			(n,o)	(o)	(o)	
NE											
NH											

SUBJECT AREA KNOWLEDGE, cont'd.

	Foreign Language Pedagogy	French	French: Content Knowledge	French: Linguistic, Literary, & Cult. Analy.	French: Productive Language Skills	General Mathematics (WV Version)	General Science	General Science: Content Essays	General Science: Content Knowledge 1	General Science: Content Knowledge 2	General Science: Content Knowledge
NJ			146						148	133	
NM											
NV			152		162			140, 135**	150		
NY											
OH		520					370				
OR		620						135	152	150	
PA	*		170								
RI											
SC		520									
TN			160		*			*	138	136	
TX											
VA		570									
WV			131			160				149	
WI											
DoDEA											
USVI											

MORE ON APPENDIX A ...

Appendix A: Complete List of Praxis Tests, Scores, and State Cut Scores: 1998-99, cont'd.

SUBJECT AREA KNOWLEDGE, cont'd.

	Geography	German	German: Content Knowledge	German: Productive Language Skills	Gifted Education (WV Version)	Government/ Political Science	Health & Physical Education	Health Education	Health & Phys. Ed: Content Knowledge	Home Economics Education	Intro to the Teaching of Reading
Test Number	920	180	181	182	357	930	850	550	856	120	200
Score Range	250-990	250-990	100-200	100-200	100-200	250-990	250-990	250-990	100-200	250-990	250-990
State											
AR								520		520	510
CA											680
CT			162					680		630	
DE											
DC											
FL											
GA			156	166**				650	154	550	
HI		490								560	
IN	520	490				390		420		540	510
KS											
KY			143					550		540	
LA		500								510	
ME											
MD		510								520	
MN											
MO			161					480		560	
MS		550								560	
MT											
NC		540						640		540	540
NE											
NH											
NJ			146							550	560

MORE ON APPENDIX A ...

SUBJECT AREA KNOWLEDGE, cont'd.

	Geography	German	German: Content Knowledge	German: Productive Language Skills	Gifted Education (WV Version)	Government/ Political Science	Health & Physical Education	Health Education	Health & Phys. Ed: Content Knowledge	Home Economics Education	Intro to the Teaching of Reading
NM											
NV								600	*,**	610	560
NY											
OH								480		540	540
OR		620						720		650	
PA							500	500		600	
RI											
SC								710		540	500
TN	520		139			560		570		580	
TX											
VA		560						*		570	
WV			132		161			530		530	
WI											
DoDEA											
USVI											

Appendix A: Complete List of Praxis Tests, Scores, and State Cut Scores: 1998-99, cont'd.

SUBJECT AREA KNOWLEDGE, cont'd.

	Italian	Latin	Library Media Specialist	Marketing Education	Marketing (PA Version)	Mathematics	Mathematics Content Knowledge	Mathematics Pedagogy	Mathematics: Proofs, Models & Problems 1	Mathematics: Proofs, Models & Problems 2	Middle School Content Knowledge
Test Number	620	600	310	560	793	060	061	065	063	064	146
Score Range	250-990	250-990	250-990	250-990	100-200	250-990	100-200	100-200	100-200	100-200	100-200
State											
AR			540	520		+					
CA									170 passing, 165 min. (q)	159 passing, 152 min., (q)	
CT	670	770					141				
DE											
DC							141	*	*		
FL						+					
GA		700	620	590			124		139		
HI			610				136	135			
IN			530			530					
KS											
KY		530	590			500	141		141		
LA			560			550					154
ME											
MD			540			520					
MN											
MO				500			137				
MS			610	590		520					
MT											
NC			610	690		530	(p)	(p)			
NE											
NH											

MORE ON APPENDIX A ...

SUBJECT AREA KNOWLEDGE, cont'd.

	Italian	Latin	Library Media Specialist	Marketing Education	Marketing (PA Version)	Mathematics	Mathematics: Content Knowledge	Mathematics: Pedagogy	Mathematics: Proofs, Models & Problems 1	Mathematics: Proofs, Models & Problems 2	Middle School: Content Knowledge
NJ				580			130				
NM											
NV							+	135	152		
NY											
OH			520	440		530					
OR			630	690			147	140	144	140	
PA			620	550	*		127				
RI											
SC			590	640		560					
TN		540	550	560			136	*			
TX											
VA				*		580					
WV		480	520	600			133				
WI											
D _o DEA											
USVI											

MORE ON APPENDIX A ...

Appendix A: Complete List of Praxis Tests, Scores, and State Cut Scores: 1998-99, cont'd.

SUBJECT AREA KNOWLEDGE, cont'd.

Test Number	Middle School English Language	Middle School Mathematics	Middle School Mathematics Cont. Know.	Middle School Science	Middle School Social Studies	Music: Analysis	Music: Concepts and Processes	Music: Content Knowledge	Music Education	Office Technology (PA)	Physical Education
Score Range	049 100-200	069 100-200	066 100-200	439 100-200	089 100-200	112 100-200	111 100-200	113 100-200	110 250-990	794 100-200	090 250-990
State											
AR									510		
CA						169 passing, 164 min., (s)	165 passing, 155 min., (s)				
CT	*	*		*	*		150	153			540
DE											
DC											
FL											
GA							145	154			
HI							145	139			610
IN									510		
KS											
KY	*	*		*	*		140	137			540
LA									530		
ME											
MD									530		550
MN											
MO								151			580
MS									530		
MT											
NC						(t)	(t)	*			
NE											
NH											550

MORE ON APPENDIX A ...



SUBJECT AREA KNOWLEDGE, cont'd.

	Middle School English Language	Middle School Mathematics	Middle School Mathematics: Cont. Know.	Middle School Science	Middle School Social Studies	Music: Analysis	Music: Concepts and Processes	Music: Content Knowledge	Music Education	Office Technology (PA)	Physical Education
NJ								143			
NM											
NV							*, 150**	*, 149**			
NY											
OH											
OR			167			167	170	167			540
PA								158		157	
RI											
SC									480		
TN							*	150			
TX											590
VA									510		
WV								155			
WI											
DoDEA											560
USVI											

SUBJECT AREA KNOWLEDGE, cont'd.

Test Number	Phys. Ed.: Content Knowledge	Phys. Ed.: Movement Forms-Analy./Des.	Phys. Ed.: Movement Forms-Video	Phys. Science: Content Knowledge	Phys. Science: Pedagogy	Physics	Physics: Content Essays	Physics: Content Knowledge	Physics: Content Knowledge	Pre-K Education	Psychology
Score Range	100-200	100-200	100-200	100-200	100-200	250-990	100-200	100-200	265	530	250-990
State											
AR											
CA		158 passing, 152 min., (v)	170 passing, 150 min., (v)				160 passing, 150 min., (m)				
CT	154	154					135		141		
DE											
DC				155	*						
FL											
GA		148		141**			140**	150**			
HI	160	145		164	151			144			
IN						400				390	480
KS											
KY	152	135						141			
LA											
ME											
MD						*					
MN											
MO	153							133			
MS						520					
MT											
NC	(u)	(u)			(f,m)	510					
NE											
NH											

MORE ON APPENDIX A ...



SUBJECT AREA KNOWLEDGE, cont'd.

	Phys. Ed.: Content Knowledge	Phys. Ed.: Movement Forms--Analy./Des.	Phys. Ed.: Movement Forms--Video	Phys. Science: Content Knowledge	Phys. Science: Pedagogy	Physics	Physics: Content Essays	Physics: Content Knowledge	Physics: Content Knowledge	Pre-K Education	Psychology
NJ	139							113			
NM											
NV	154	149			142, 147**						550
NY											
OH											
OR	160	141	145				145	147			
PA						440					
RI											
SC											720
TN	152	*			*		*	124			560
TX											
VA						*					
WV	150			142					126	590	
WI											
DoDEA											
USVI											

SUBJECT AREA KNOWLEDGE, cont'd.

Test Number	Reading Specialist	Safety/ Driver Education	Social Studies	Social Studies: Analytical Essays	Social Studies: Content Knowledge	Social Studies: Interpretation of Materials	Social Studies: Pedagogy	Sociology	Spanish	Spanish: Content Knowledge
300		860	080	082	081	083	084	950	190	191
250-990		250-990	250-990	100-200	100-200	100-200	100-200	250-990	250-990	100-200
550			500						470	
				160 passing, 150 min., (w)		169 passing, 161 min., (w)				
					162					170
					145		*			153
			560		158					
580					151	156				167
			520		154		144			171
								440	500	
					146	150				145
			550						540	
			530						500	
					152					158
			520						530	
570				(x,y)	(x,y)	(y)				(z)



SUBJECT AREA KNOWLEDGE, cont'd.

	Reading Specialist	Safety/ Driver Education	Social Studies	Social Studies: Analytical Essays	Social Studies: Content Knowledge	Social Studies: Interpretation of Materials	Social Studies: Pedagogy	Sociology	Spanish	Spanish: Content Knowledge
NJ					153					149
NM										
NV				150	152					(aa,ab)
NY										
OH			520					520		
OR	640			155	158	167				166
PA	570	*			157					166
RI										
SC			550					520		
TN							540			152
TX										
VA			540					540		
WV	520				148					143
WI										
DoDEA										
USVI										



SUBJECT AREA KNOWLEDGE, cont'd.

Test Number	Spanish: Linguistic, Literary & Cult. Analy.	Spanish: Pedagogy	Spanish: Productive Language Skills	Special Education	Special Education: Application of Core Princ.	Special Ed.: Knowledge Based Core Principles	Special Ed.: Preschool/ Early Childhood	Special Ed.: Teaching Students w/ Beh. Disab.	Special Ed.: Teaching Students w/ Learn. Disab.	Special Ed.: Teaching Students w/ Mental Ret.	Speech Communication
Score Range	193 100-200	194 100-200	192 100-200	350 250-990	352 100-200	351 100-200	690 250-990	371 100-200	381 100-200	321 100-200	220 250-990
State											
AR				510							550
CA	171		172								
CT			163		150	155					
DE											
DC		*	*	510							
FL				590							
GA			159		130	152		153	156	153	660
HI		150			141	136					
IN											490
KS											
KY			156		127			147		139	
LA											
ME											
MD				500							500
MN											
MO				490							530
MS				550							510
MT											
NC			(z)	510							560
NE											
NH											
NJ											560

MORE ON APPENDIX A ...

SUBJECT AREA KNOWLEDGE, cont'd.

	Spanish: Linguistic, Literary & Cult. Analy.	Spanish: Pedagogy	Spanish: Productive Language Skills	Special Education	Special Education: Application of Core Princ.	Special Ed.: Knowledge Based Core Principles	Special Ed.: Preschool/ Early Childhood	Special Ed.: Teaching Students w/ Beh. Disab.	Special Ed.: Teaching Students w/ Learn. Disab.	Special Ed.: Teaching Students w/ Mental Ret.	Speech Communication
NM											
NV			(aa,ab)			145					580
NY											
OH											
OR			165		156	155	560				640
PA					144	152					
RI											
SC				600							
TN			*	490	*	*	560				570
TX											
VA											470
WV						136	550	156	144	136	600
WI											
DoDEA											
USVI											

Appendix A: Complete List of Praxis Tests, Scores, and State Cut Scores: 1998-99, cont'd.

SUBJECT AREA KNOWLEDGE, cont'd.

Test Number	Teaching English as a Second Lang.	Teaching Speech to Stud. w/ Lang. Imp.	Teaching Stud. w/ Emotional Disturbance	Teaching Stud. w/ Learning Disabilities
Score Range	360 250-990	880 250-990	370 250-990	380 250-990
State				
AR				
CA				
CT				
DE				
DC	520			
FL			600	590
GA				
HI	510			
IN			540	430
KS				
KY	550			
LA				
ME				
MD				
MN				
MO				
MS			610	

SUBJECT AREA KNOWLEDGE, cont'd.

State	Teaching English as a Second Lang.	Teaching Speech to Stud. w/ Lang. Imp.	Teaching Stud. w/ Emotional Disturbance	Teaching Stud. w/ Learning Disabilities
MT				
NC	520		680	610
NE				
NH				
NJ				
NM				
NV		500		
NY				
OH	420		510	390
OR				
PA		*		
RI				
SC			680	670
TN	*			
TX				
VA			*	*
WV				
WI				
DoDEA				
USVI				



- CA certification in Art requires achieving a combined total score of 331 for both tests by either (1) meeting the passing score of 171 on Art Making (0131) and meeting the passing score of 160 on Art: Content, Traditions, Criticism, & Aesthetics (0132) OR (2) meeting/exceeding the minimum score of 163 on Art Making and meeting/exceeding the minimum score of 150 on Art: Content, Traditions, Criticism, & Aesthetics.
- b = NC license for Art K-12 requires a combined score of 479 from Art Making (0131), minimum score 150; Art Content, Traditions, Criticism, & Aesthetics (0132), minimum score 130; and Art: Content Knowledge (0133), minimum score 144.
- c = CA certification in Science: Biological Sciences requires achieving a combined total score of 307 for both tests by either (1) meeting the passing score of 157 on Biology: Content Essays (0233) and meeting the passing score of 150 on General Science: Content Essays (043) OR (2) meeting/exceeding the minimum score of 150 on Biology: Content Essays and meeting/exceeding the minimum score of 140 on General Science: Content Essays.
- d = NC license for Biology 9-12 requires a combined score of 465 from Biology: Content Knowledge, Part 1 (0231); minimum score 154; Biology: Content Essays (0233), minimum score 139; and Biology: Pedagogy (0234), minimum score 135.
- e = CA certification in Science: Chemistry requires achieving a combined total score of 305 for both tests by either (1) meeting the passing score of 155 on Chemistry: Content Essays (0242) and meeting the passing score of 150 on General Science: Content Essays (0433) OR (2) meeting/exceeding the minimum score of 145 on Chemistry: Content Essays and meeting/exceeding the minimum score of 140 on General Science: Content Essays.
- f = NC license for Chemistry 9-12 requires a combined score of 473 from Chemistry: Content Knowledge (0241), minimum score of 150; Chemistry: Content Essays (0242), minimum score 135; and Physical Science: Pedagogy (0483), minimum score 139.
- g = RI initial teaching license requires passing all three Core Battery tests by either (1) passing each test separately OR (2) achieving a combined score for all three Core Battery tests of 1954, with individual scores not more than four points below the passing score for each test as listed in the table.
- h = NC license for Elementary Education K-6 requires a combined score of 310 from Elementary Education: Curriculum, Instruction, and Assessment (0011), minimum score 153; and Elementary Education: Content Area Exercises (0012), minimum score 127.
- i = NC license for English 9-12 requires a combined score of 475 from English Language, Literature, and Composition: Content Knowledge (0041), minimum score 154; English Language, Literature and Composition: Content Essays (0042), minimum score 135; and English Language, Literature, and Composition: Pedagogy (0043), minimum score 145.
- j = NC license for French K-12 requires a combined score of 322 from French: Content Knowledge (0173), minimum score 137; and French: Productive Language Skills (0171), minimum score 159.
- k = NC license for Language Arts 6-8 requires a combined score of 319 from English Language, Literature, and Composition: Content Knowledge (0041), minimum score 152; and English Language, Literature and Composition: Pedagogy (0043), minimum score 135.
- l = CA certification in Science: Geosciences requires meeting the passing score of 150 on the General Science: Content Essays (0433). Additional required examinations are given through the SSAT test series.
- m = CA certification in Science: Physics requires achieving a combined total score of 310 for both tests by either (1) meeting the passing score of 160 on Physics: Content Essays (0262) and meeting the passing score of 150 on General Science: Content Essays (0433) OR (2) meeting/exceeding the minimum score of 150 on Physics: Content Essays and meeting/exceeding the minimum score of 140 on General Science: Content Essays.
- n = NC license for Comprehensive Science 6-8 requires a combined score of 296 from General Science: Content Essays (0433), minimum score 130; and Physical Science: Pedagogy (0483), minimum score 139.
- o = NC license for Science 9-12 requires a combined score of 467 from General Science: Content Essay
- (0433), minimum score 130; General Science: Content Knowledge Part 1 (0431), minimum score 143 and General Science: Content Knowledge Part 2 (0432), minimum score 145.
- p = NC license for Mathematics 9-12 requires a combined score of 288 from Mathematics: Content Knowledge (0061), minimum score 133; and Mathematics: Pedagogy (0065), minimum score 135.
- q = CA certification in Mathematics requires achieving a combined total score of 329 for both tests by either (1) meeting the passing score of 170 on Mathematics: Proofs, Models, and Problems Part 1 (0063) and meeting the passing score of 159 on Mathematics: Proofs, Models and Problems Part 2 (0064) OR meeting/exceeding the minimum score of 165 on Mathematics: Proofs, Models and Problems Part 1 and meeting/exceeding the minimum score of 152 on Mathematics: Proofs, Models and Problems Part 2.
- r = CA certification in Multiple Subjects requires achieving a combined total score of 311 for both tests by either (1) meeting the passing score of 156 on MSAT: Content Knowledge (0140) and meeting the passing score of 155 on MSAT: Content Area Exercises (0151) OR (2) meeting/exceeding the score of 148 on Content Knowledge and meeting/exceeding the score of 147 on Content Area Exercises.
- s = CA certification in Music requires achieving a combined total score of 334 for both tests by either (1) meeting the passing score of 165 on Music: Concepts and Processes (0111) and meeting the passing score of 169 on Music: Analysis (0112) OR meeting/exceeding the minimum score of 155 on Music: Concepts and Processes and meeting/exceeding the minimum score of 164 on Music: Analysis.
- t = NC license for Music K-12 requires a combined score of 448 from Music: Analysis (0112), minimum score 131; Music: Concepts and Processes (0111), minimum score 135; and Music: Content Knowledge (0113), minimum score 136.
- u = NC license for Physical Education K-12 requires a combined score of 318 from Physical Education: Content Knowledge (0091), minimum score 155; and Physical Education: Movement Forms—Analysis/Design (0092), minimum score 144.
- v = CA certification in Physical Education requires achieving a combined total score of 328 for both tests by either (1) meeting the passing score of 170 on PE: Movement Forms—Video Evaluation (0093) and meeting the passing score of 158 on PE: Movement Forms—Analysis/Design OR (2) meeting/exceeding the minimum score of 160 on PE: Movement Forms—Analysis/Design and meeting/exceeding the minimum score of 152 on PE: Movement Forms—Analysis/Design.
- w = CA certification in Social Studies requires achieving a combined total score of 329 for both tests by either (1) meeting the passing score of 160 on Social Studies: Analytical Essays (0082) and meeting the passing score of 169 on Social Studies: Interpretation of Materials (0083) OR (2) meeting/exceeding the minimum score of 150 on Social Studies: Analytical Essays and meeting/exceeding the minimum score or 161 on Social Studies: Interpretation of Materials.
- x = NC license for Social Studies 6-8 requires a combined score of 314 from Social Studies: Content Knowledge (0081), minimum score 158; and Social Studies: Analytical Essays (0082), minimum score 135.
- y = NC license for Social Studies 9-12 requires a combined score of 491 from Social Studies: Content Knowledge (0081), minimum score 158; Social Studies: Interpretation of Materials (0083), minimum score 167; and Social Studies: Analytical Essays (0082), minimum score 145.
- z = NC license for Spanish K-12 requires a combined score of 327 from Spanish: Content Knowledge (0191), minimum score 148; and Spanish: Productive Language Skills (0192), minimum score 156.
- aa = NV license for Bilingual requires scores from Spanish: Content Knowledge (0191) and Spanish: Productive Language Skills (0192). No minimum qualifying scores in effect until January 1999.
- ab = NV license for Spanish requires passing both Spanish: Content Knowledge (0191), minimum score 160, and Spanish: Productive Language Skills (0192), minimum score 156.
- ac = OR license for Elementary Education requires achieving a combined total score of 310 for both tests by either (1) meeting the passing score of 155 on MSAT: Content Knowledge (0140) and meeting the passing score of 155 on MSAT: Content Area Exercises (0151) OR (2) meeting/exceeding the minimum score of 147 on Content Knowledge and meeting/exceeding the score of 147 on Content Area Exercises.

Appendix B: List of NES-Developed State Tests: 1998

This appendix contains a listing of the assessments administered by the National Evaluation Systems, Inc., for the teacher certification and licensure process. NES developed individual assessments series for 10 states, including Arizona, California, Colorado, Illinois, Massachusetts, Michigan, New Mexico, New York, Oklahoma, and Texas. Oregon uses the basic skills portion of the California assessments in their teacher certification and licensure process. NES assessments evaluate basic skills, professional knowledge, and subject matter knowledge. States set their own cut score or minimum passing rate for their test takers.

ARIZONA	ARIZONA TEACHER PROFICIENCY ASSESSMENT (ATPA)	PASSING SCORE	SCALE
Basic Skills	Proficiency Examination in Reading, Grammar, and Mathematics	*	*
Professional Knowledge	Professional Knowledge Test	*	*
Subject Matter Knowledge	Elementary Education Subject Knowledge	*	*
	Agriculture	*	*
	Art	*	*
	Biology	*	*
	Business	*	*
	Chemistry	*	*
	Computers	*	*
	Dance	*	*
	Drama	*	*
	Economics	*	*
	English	*	*
	Family and Consumer Science	*	*
	French	*	*
	General Science	*	*
	Geography	*	*
	German	*	*
	Health	*	*
	Health Occupations	*	*
	History	*	*
	Industrial Technology	*	*
	Journalism	*	*
	Marketing	*	*

MORE ON APPENDIX B ...

	Mathematics		*	*
	Music		*	*
	Physical Education		*	*
	Physics		*	*
	Political Science		*	*
	Social Studies		*	*
	Spanish		*	*
	Speech		*	*
	Cross-Categorical Special Education		*	*
*Arizona has not yet established a passing score for the Arizona Teacher Proficiency Assessment.				
**Arizona has not yet established a scoring scale for the Arizona Teacher Proficiency Assessment.				
CALIFORNIA	PROFESSIONAL ASSESSMENTS FOR CALIFORNIA TEACHERS		PASSING SCORE	SCALE
Basic Skills	California Basic Educational Skills Test (CBEST): Reading		41	20-80
	CBEST: Writing		41	20-80
	CBEST: Mathematics		41	20-80
	Reading Instruction Competence Assessment (RICA) ²		81	0-120
Subject Matter Knowledge	14 Secondary Subject Assessment for Teachers (SSAT): Agriculture		220	100-300
	12 SSAT: Art		220	100-300
	05 SSAT: Biology		220 passing/208 minimum	100-300
	15 SSAT: Business		220	100-300
	06 SSAT: Chemistry		220 passing/208 minimum	100-300
	11 SSAT: French		220	100-300
	04 SSAT: General Science		220 passing/208 minimum	100-300
	07 SSAT: Geoscience		220 passing/208 minimum	100-300
	20 SSAT: German		220	100-300
	16 SSAT: Health Science		220	100-300
	17 SSAT: Home Economics		220	100-300
	18 SSAT: Industrial and Technology Education		220	100-300
	21 SSAT: Japanese		220	100-300

Appendix B: List of NES-Developed State Tests: 1998, cont'd.

		01 SSAT: Literature and English Language	220	100-300	
		19 SSAT: Mandarin	220	100-300	
		02 SSAT: Mathematics	220	100-300	
		13 SSAT: Music	220	100-300	
		09 SSAT: Physical Education	220	100-300	
		08 SSAT: Physics	220	100-300	
		23 SSAT: Punjabi	220	100-300	
		22 SSAT: Russian	220	100-300	
		03 SSAT: Social Science	220	100-300	
		10 SSAT: Spanish	220	100-300	
		24 SSAT: Vietnamese	220	100-300	
COLORADO		PROGRAM FOR LICENSING ASSESSMENTS FOR COLORADO EDUCATORS (PLACE)	PASSING SCORE	SCALE	
Basic Skills		90 Basic Skills	220	100-300	
		91 Liberal Arts and Sciences	220	100-300	
Professional Knowledge		92 Professional Knowledge: Elementary	220	100-300	
		93 Professional Knowledge: Secondary	220	100-300	
		94 Professional Knowledge: Middle School	220	100-300	
Subject Matter Knowledge		01 Elementary Education	220	100-300	
		04 Mathematics	220	100-300	
		05 Science	220	100-300	
		06 Social Studies	220	100-300	
		07 English	220	100-300	
		08 French	220	100-300	
		09 Spanish	220	100-300	
		10 German	220	100-300	
		11 Italian	220	100-300	
		12 Latin	220	100-300	
		14 Russian	220	100-300	

MORE ON APPENDIX B ...

Appendix B: List of NES-Developed State Tests: 1998, cont'd.

	15 Japanese		220	100-300
	17 English as a Second Language		220	100-300
	23 Special Education: Severe Needs - Vision		220	100-300
	28 Art		220	100-300
	29 Music		220	100-300
	32 Physical Education		220	100-300
	02 Early Childhood Education		220	100-300
	16 Bilingual Education		220	100-300
	18 Reading Teacher		220	100-300
	19 Speech		220	100-300
	20 Special Education: Moderate Needs		220	100-300
	21 Special Education: Severe Needs-Cognitive		220	100-300
	22 Special Education: Severe Needs - Affective		220	100-300
	24 Special Education: Severe Needs- Hearing		220	100-300
	25 Special Education: Severe Needs - Communication		220	100-300
	26 Special Education - Profound Needs		220	100-300
	27 Early Childhood Special Education		220	100-300
	30 Drama		220	100-300
	31 Health		220	100-300
	33 Driver Education		220	100-300
	34 Business Education		220	100-300
	35 Distributive Education		220	100-300
	36 Home Economics		220	100-300
	37 Industrial Arts		220	100-300
	40 Agriculture		220	100-300
	42 School Library Media		220	100-300
	43 Media Specialist		220	100-300
ILLINOIS	ILLINOIS CERTIFICATION TESTING SYSTEM (ICTS)		PASSING SCORE	SCALE
Basic Skills	96 ICTS Basic Skills Test: Mathematics		70	0-100

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Appendix B: List of NES-Developed State Tests: 1998, cont'd.

	96 ICTS Basic Skills Test: Grammar	70	0-100
	96 ICTS Basic Skills Test: Reading	70	0-100
	96 ICTS Basic Skills Test: Writing	70	0-100
Subject Matter Knowledge	02 Early Childhood	70	0-100
	03 Elementary	70	0-100
	23 History	70	0-100
	24 Social Science	70	0-100
	25 English	70	0-100
	26 Spanish	70	0-100
	27 French	70	0-100
	28 German	70	0-100
	29 Hebrew	70	0-100
	30 Italian	70	0-100
	31 Latin	70	0-100
	32 Russian	70	0-100
	33 Dance	70	0-100
	34 Speech	70	0-100
	35 Biological Science	70	0-100
	36 Mathematics	70	0-100
	37 Chemistry	70	0-100
	38 Computer Sciences	70	0-100
	39 General Sciences	70	0-100
	40 Physical Science	70	0-100
	41 Physics	70	0-100
	42 Health	70	0-100
	43 Health Occupations	70	0-100
	44 Family and Consumer Sciences	70	0-100
	45 Industrial Technology Education	70	0-100
	46 Agriculture	70	0-100

MORE ON APPENDIX B ...

Appendix B: List of NES-Developed State Tests: 1998, cont'd.

	47 Business/Marketing/Management	70	0-100
	51 Art (6-12)	70	0-100
	52 Music (6-12)	70	0-100
	53 Physical Education (6-12)	70	0-100
	54 Theater Arts	70	0-100
	04 Educable Mentally Handicapped	70	0-100
	05 Trainable Mentally Handicapped	70	0-100
	06 Learning Disabilities	70	0-100
	07 Social/Emotional Disorders	70	0-100
	08 Deaf and Hard of Hearing	70	0-100
	09 Speech and Language Impaired	70	0-100
	10 Blind and Partially Sighted	70	0-100
	11 Physically Handicapped	70	0-100
	12 Media	70	0-100
	13 Reading	70	0-100
	14 English as a Second Language	70	0-100
	48 Art (K-12)	70	0-100
	49 Music (K-12)	70	0-100
	50 Physical Education (K-12)	70	0-100
MASSACHUSETTS	MASSACHUSETTS TEACHER TESTS (MTT)	PASSING SCORE	SCALE
Basic Skills	01 Communication and Literacy Skills Test	70	0-100
Subject Matter Knowledge	02 Early Childhood Education	70	0-100
	03 Elementary Teacher	70	0-100
	04 Middle School Teacher	70	0-100
	05 Social Studies	70	0-100
	06 History	70	0-100
	07 English	70	0-100
	08 Reading	70	0-100
	09 Mathematics	70	0-100

MORE ON APPENDIX B ...

	10 General Science	70	0-100
	11 Physics	70	0-100
	12 Chemistry	70	0-100
	13 Biology	70	0-100
	14 Earth Science	70	0-100
	15 Latin & Classical Humanities	70	0-100
	16 Music	70	0-100
	17 Visual Art	70	0-100
	19 Business	70	0-100
	20 Home Economics	70	0-100
	21 Health Education	70	0-100
	22 Physical Education	70	0-100
	24 English as a Second Language	70	0-100
	25 Special Needs	70	0-100
	26 French	70	0-100
	27 German	70	0-100
	28 Spanish	70	0-100
	29 Chinese	70	0-100
	30 Italian	70	0-100
	33 Technology Education	70	0-100
	MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)	PASSING SCORE	SCALE
Basic Skills	96 Basic Skills	220	100-300
Subject Matter Knowledge	01 Language Arts	220	100-300
	02 English	220	100-300
	03 Journalism	220	100-300
	04 Speech	220	100-300
	05 Reading	220	100-300
	84 Social Studies	220	100-300
	07 Economics	220	100-300

MORE ON APPENDIX B...

Appendix B: List of NES-Developed State Tests: 1998, cont'd.

08 Geography	220	100-300
09 History	220	100-300
10 Political Science	220	100-300
11 Psychology	220	100-300
12 Sociology	220	100-300
13 Anthropology	220	100-300
14 Cultural Studies	220	100-300
15 Behavioral Studies	220	100-300
16 Science	220	100-300
17 Biology	220	100-300
18 Chemistry	220	100-300
19 Physics	220	100-300
20 Geology/Earth Sciences	220	100-300
21 Astronomy	220	100-300
22 Mathematics	220	100-300
23 French	220	100-300
24 German	220	100-300
26 Latin	220	100-300
27 Russian	220	100-300
28 Spanish	220	100-300
29 Italian	220	100-300
30 Polish	220	100-300
32 Business Education	220	100-300
33 Accounting	220	100-300
34 Business Administration	220	100-300
35 Secretarial Sciences	220	100-300
36 Marketing (Distributive Education)	220	100-300
37 Agricultural Education	220	100-300
38 Industrial Arts	220	100-300

MORE ON APPENDIX B ...



Appendix B: List of NES-Developed State Tests: 1998, cont'd.

39 Music Education	220	100-300
40 Home Economics	220	100-300
41 Art Education	220	100-300
42 Health, Physical Education, and Recreation	220	100-300
43 Health	220	100-300
44 Physical Education	220	100-300
46 Dance	220	100-300
47 Driver Education	220	100-300
48 Library Science	220	100-300
49 Environmental Studies	220	100-300
50 Computer Science	220	100-300
51 Guidance Counselor	220	100-300
53 Fine Arts	220	100-300
54 Humanities	220	100-300
56 Mentally Impaired	220	100-300
57 Speech and Language Impaired	220	100-300
58 Physically or Otherwise Health Impaired	220	100-300
59 Emotionally Impaired	220	100-300
61 Visually Impaired	220	100-300
62 Hearing Impaired	220	100-300
63 Learning Disabled	220	100-300
64 Autistic	220	100-300
65 Bilingual French	220	100-300
66 Bilingual German	220	100-300
67 Bilingual Greek	220	100-300
68 Bilingual Latin	220	100-300
69 Bilingual Russian	220	100-300
70 Bilingual Spanish	220	100-300
71 Bilingual Italian	220	100-300

MORE ON APPENDIX B...

	72 Bilingual Polish	220	100-300
	73 Bilingual Hebrew	220	100-300
	74 Bilingual Arabic	220	100-300
	75 Bilingual Other	220	100-300
	76 Bilingual Vietnamese	220	100-300
	77 Bilingual Korean	220	100-300
	78 Bilingual Yugoslavian	220	100-300
	79 Bilingual Chaldean	220	100-300
	80 Bilingual Chinese	220	100-300
	81 Bilingual Japanese	220	100-300
	82 Early Childhood Education	220	100-300
	83 Elementary Education	220	100-300
NEW MEXICO	NEW MEXICO TEACHER ASSESSMENTS (NMTA)	PASSING SCORE	SCALE
Basic Skills	New Mexico Assessment of Teacher Basic Skills	*	**
Professional Knowledge	New Mexico Assessment of Teacher General Knowledge	*	**
	New Mexico Assessment of Teacher Competency	*	**
*New Mexico has not yet established a cut score for the New Mexico Teacher Assessments.			
**New Mexico has not yet established a scoring scale for the New Mexico Teacher Assessments.			
NEW YORK	NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS (NYSTCE)	PASSING SCORE	SCALE
Basic Skills	90 Elementary Assessment of Teaching Skills, Written (ATS-W)	220	100-300
	91 Secondary Assessment of Teaching Skills, Written (ATS-W)	220	100-300
	01 Liberal Arts and Sciences (LAST)	220	100-300
	023 English Language Proficiency Assessment for Classroom Personnel (ELPA-C)	220	100-300
	024 Target Language Proficiency Assessment (TLPA) - Spanish	220	100-300
	026 Target Language Proficiency Assessment (TLPA) - Haitian Creole	220	100-300
	027 Target Language Proficiency Assessment (TLPA) - Cantonese	220	100-300
	028 Target Language Proficiency Assessment (TLPA) - Mandarin	220	100-300
	029 Target Language Proficiency Assessment (TLPA) - Russian	220	100-300
	030 Target Language Proficiency Assessment (TLPA) - Arabic	220	100-300

Appendix B: List of NES-Developed State Tests: 1998, cont'd.

	031 Target Language Proficiency Assessment (TLPA) - French	220	100-300
	032 Target Language Proficiency Assessment (TLPA) - Korean	220	100-300
	034 Target Language Proficiency Assessment (TLPA) - Urdu	220	100-300
	037 Target Language Proficiency Assessment (TLPA) - Polish	220	100-300
	043 Target Language Proficiency Assessment (TLPA) - Bengali	220	100-300
	049 Target Language Proficiency Assessment (TLPA) - Vietnamese	220	100-300
Subject Matter Knowledge	02 Elementary Education	220	100-300
	03 English	220	100-300
	04 Mathematics	220	100-300
	05 Social Studies	220	100-300
	06 Biology	220	100-300
	07 Chemistry	220	100-300
	08 Earth Sciences	220	100-300
	09 Physics	220	100-300
	21 Early Childhood Education	220	100-300
	22 English to Speakers of Other Languages	220	100-300
	10 Latin	220	100-300
	11 Cantonese	220	100-300
	12 French	220	100-300
	13 German	220	100-300
	14 Greek	220	100-300
	15 Hebrew	220	100-300
	16 Italian	220	100-300
	17 Japanese	220	100-300
	18 Mandarin	220	100-300
	19 Russian	220	100-300
	20 Spanish	220	100-300
OKLAHOMA	CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS (CEOE)	PASSING SCORE	SCALE
Basic Skills	74 Oklahoma General Education Test (OGET)	240	100-300

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Appendix B: List of NES-Developed State Tests: 1998, cont'd.

Professional Knowledge	70 OPTE: Early Childhood Education (PK-3)	240	100-300
	71 OPTE: Elementary/ Middle Level (1-8 or 5-9)	240	100-300
	72 OPTE: Middle Level/Secondary (6-12 or 5-9)	240	100-300
	73 OPTE: Multi-Level (PK-12)	240	100-300
Subject Matter Knowledge	11 OSAT: Advanced Mathematics	240	100-300
	42 OSAT: Agricultural Education	240	100-300
	02 OSAT: Art	240	100-300
	10 OSAT: Biological Sciences	240	100-300
	28 OSAT: Blind/Visual Impairment	240	100-300
	40 OSAT: Business Education	240	100-300
	04 OSAT: Chemistry	240	100-300
	30 OSAT: Deaf/Hard of Hearing	240	100-300
	36 OSAT: Driver Safety Education	240	100-300
	05 OSAT: Early Childhood Education	240	100-300
	08 OSAT: Earth Science	240	100-300
	06 OSAT: Elementary Education	240	100-300
	07 OSAT: English	240	100-300
	09 OSAT: Family and Consumer Sciences	240	100-300
	20 OSAT: French	240	100-300
	21 OSAT: German	240	100-300
	01 OSAT: Instrumental/General Music	240	100-300
	37 OSAT: Journalism	240	100-300
	23 OSAT: Latin	240	100-300
	41 OSAT: Marketing Education	240	100-300
	24 OSAT: Middle Level English	240	100-300
	25 OSAT: Middle Level/Intermediate Mathematics	240	100-300
	26 OSAT: Middle Level Science	240	100-300
	27 OSAT: Middle Level Social Studies	240	100-300
	29 OSAT: Mild/Moderate Disabilities	240	100-300

MORE ON APPENDIX B ...

	12 OSAT: Physical Education/Health/Safety	240	100-300
	13 OSAT: Physical Science	240	100-300
	14 OSAT: Physics	240	100-300
	32 OSAT: Psychology/Sociology	240	100-300
	22 OSAT: Russian	240	100-300
	31 OSAT: Severe/Profound/Multiple Disabilities	240	100-300
	19 OSAT: Spanish	240	100-300
	16 OSAT: Speech/Drama/Debate	240	100-300
	43 OSAT: Technology Education	240	100-300
	17 OSAT: U.S. History/OK History/Government/Economics	240	100-300
	03 OSAT: Vocal/General Music	240	100-300
	18 OSAT: World History/Geography	240	100-300
OREGON	TEST	PASSING SCORE	SCALE
Basic Skills	California Basic Educational Skills Test (CBEST): Reading	41	20-80
	California Basic Educational Skills Test (CBEST): Writing	41	20-80
	California Basic Educational Skills Test (CBEST): Mathematics	41	20-80
TEXAS	EXAMINATION FOR THE CERTIFICATION OF EDUCATORS IN TEXAS (ExCET)	PASSING SCORE	SCALE
Professional Knowledge	03 Secondary Professional Development	70	0-100
	02 Elementary Professional Development	70	0-100
Subject Matter	04 Elementary Comprehensive	70	0-100
	06 Art	70	0-100
	71 American Sign Language	70	0-100
	73 TASC-American Sign Language	70	0-100
	53 Basic Business	70	0-100
	23 Biology	70	0-100
	54 Business Administration	70	0-100
	52 Business Composite	70	0-100
	20 Chemistry	70	0-100

Appendix B: List of NES-Developed State Tests: 1998, cont'd.

18 Composite Science	70	0-100
24 Composite Social Studies	70	0-100
51 Computer Information Systems	70	0-100
44 Dance	70	0-100
21 Earth Science	70	0-100
27 Economics	70	0-100
16 English	70	0-100
48 French	70	0-100
26 Geography	70	0-100
49 German	70	0-100
25 Government	70	0-100
29 Health Education	70	0-100
28 History	70	0-100
30 Industrial Technology	70	0-100
46 Journalism	70	0-100
50 Latin	70	0-100
19 Life/Earth Science	70	0-100
65 Middle School Science	70	0-100
56 Marketing Education	70	0-100
17 Mathematics	70	0-100
08 Music	70	0-100
10 Physical Education	70	0-100
22 Physical Science	70	0-100
34 Physics	70	0-100
57 Psychology	70	0-100
45 Reading	70	0-100
55 Secretarial Business	70	0-100
58 Sociology	70	0-100
47 Spanish	70	0-100

MORE ON APPENDIX B ...

Appendix B: List of NES-Developed State Tests: 1998, cont'd.

	42 Speech Communication	70	0-100
	41 Theater Arts	70	0-100
	31 Vocational Home Economics	70	0-100
	33 Vocational Agriculture: Horticulture	70	0-100
	32 Vocational Agriculture: Production	70	0-100
	05 All-Level Art	70	0-100
	07 All-Level Music	70	0-100
	09 All-Level Physical Education	70	0-100
	40 Special Education-Hearing Impaired	70	0-100
	72 TASC	70	0-100
	66 Bilingual Elementary Comprehensive	70	0-100
	67 Bilingual Endorsement	70	0-100
	14 Early Childhood Education	70	0-100
	12 English as a Second Language	70	0-100
	11 Generic Special Education	70	0-100
	41 Information Processing Technologies	70	0-100
	35 Learning Resources	70	0-100
	38 Severely Emotionally Disturbed and Autistic	70	0-100
	37 Severely and Profoundly Handicapped	70	0-100
	36 Visually Impaired	70	0-100
	75 Braille	70	0-100
	80 TOPT French	70	0-100
	81 TOPT Spanish	70	0-100

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields¹

Appendix C contains the waiver data collected on the initial questionnaire. State respondents were asked to report the number of teachers and the number of teachers with waivers disaggregated by high- and low-poverty districts and by subject areas. However, this reporting was inconsistent in its detail. Therefore, for some states, the number of teachers with waivers may have been reported, but not the total number of teachers, thus making it impossible to develop a percentage for that district, field, or level. Definitions of high- and low-poverty districts are provided in the glossary and in the section "How to Read the State Profiles."

The focus of appendix C should be the waivers by field. Since states have a number of different categories for the exceptions allowed from certification and licensure requirements, it would be inappropriate to compare the waiver

totals or percentages from state to state. Descriptions of the categories unique to each state or jurisdiction are to be found in the state profiles. Every attempt was made to clarify the state-reported waiver totals before calculating the percentage of teachers with waivers.

T = Total number of teachers

W= Number of teachers with waivers

% = Percentage of teachers with waivers

NR = Data not reported

NA = Not Applicable (data may be missing so the percentage cannot be calculated)

State	Teachers with waivers			Teachers with waivers in high poverty districts			Teachers with waivers in low poverty districts			African and Semiotic Lang.			Agriculture			Art		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Alabama ²	26,054	732	2.8	14,319	497	3.5	11,735	235	2.0				32	10	31.3	1,262	49	3.9
Alaska ³	9,563	5	0.1	1,223	3	0.3	8,280	2	.02									
Arizona ⁴																		
Arkansas	42,000																	
California																		
Colorado	37,841	659	1.7	7,632	302	4.0	30,209	357	1.2									
Connecticut ⁵	47,096	106 ⁶	0.2	8,397	41	0.5	36,511	37	0.1									
Delaware	7,525	149	2.0	130	4	3.1	7,384	145	2.0									
District of Columbia																		
Florida ⁷	65,001	732	1.1										309	22	7.1	2,636	902	34.2
Georgia ⁸	86,303	3,290	3.8	61,275	2,428	4.0	25,028	862	3.4	6	1	16.7		3		1,391	24	1.8
Hawaii ⁹	11,223	841	7.5	5,498	367	6.7	5,634	474	8.4					3			1	
Idaho ¹⁰	13,395	396	3.0	755	37	4.9	12,641	359	2.8									
Illinois ¹¹																		
Indiana ¹²		1,149 ¹³			299			631						6				12
Iowa ¹⁴	34,309	1,463	4.3											1				6

MORE ON APPENDIX C ...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Teachers with waivers			Teachers with waivers in high poverty districts			Teachers with waivers in low poverty districts			African and Semiotic Lang.			Agriculture			Art		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Tennessee ³⁷	51,030	903 ⁽³⁸⁾	1.8	19,480	518	2.7	31,550	385	1.2									
Texas ³⁹	240,951	42,470	17.6													11,397	1,606	14.1
Utah	23,177	252	1.0	260			22,917											
Vermont																		
Virginia ⁴⁰	84,231	5,277	6.2	21,637	1,645	7.6	62,594	3,632	5.8									
Washington	62,607	418	0.7															3
West Virginia ⁴¹		2,046			1,105			153										
Wisconsin	57,017	1,920	3.4	7,797			49,218											
Wyoming ⁴²	8,156	183	2.2	723	14	1.9	7,433	169	2.2				149			568	2	0.4
American Samoa																		
DoDEA																		
Guam	2,191	74	3.4															
Northern Mariana Islands																		
Puerto Rico																		
Virgin Islands																		

State	Art/Music			Basic Skills			Bilingual			Biology			Business			Chemistry		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Alabama ²				136	12	8.8							531	46	8.7			
Alaska ³																		
Arizona ⁴																		
Arkansas																		
California																		
Colorado																		
Connecticut ⁵				136	12	8.8	602	62	10.3	602	1	0.2						
Delaware																		

MORE ON APPENDIX C ...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Art/Music		Basic Skills		Bilingual		Biology		Business		Chemistry	
	T	W %	T	W %	T	W %	T	W %	T	W %	T	W %
District of Columbia												
Florida ⁷												
Georgia ⁸												
Hawaii ⁹							2		6		2	
Idaho ¹⁰												
Illinois ¹¹												
Indiana ¹²							14		1		16	
Iowa ¹⁴							10		15		11	
Kansas							2				1	
Kentucky												
Louisiana ¹⁶												
Maine ¹⁷												
Maryland ¹⁹												
Massachusetts ²⁰												
Michigan					2						1	
Minnesota												
Mississippi ²²												
Missouri ²³												
Montana ²⁴												
Nebraska ²⁵							67		32		41	
Nevada ²⁶												
New Hampshire												
New Jersey ²⁸					272							
New Mexico ²⁹					602							
New York ³⁰	147	38 25.9	3,316	1,021 30.8			158		2,945	311 10.6		
North Carolina									13	2 15.4		

MORE ON APPENDIX C...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Art/Music			Basic Skills			Bilingual			Biology			Business			Chemistry		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
North Dakota													349	2	0.6			
Ohio																		
Oklahoma																		
Oregon ³²																		
Pennsylvania																		
Rhode Island ³⁴							30		7	3.9	186	1	0.5	4	4.2	95	4	4.2
South Carolina ³⁵											2,586					692		
South Dakota ³⁶													98	4	4.1			
Tennessee ³⁷																		
Texas ³⁹				11,246	1,831	16.3												
Utah																		
Vermont																		
Virginia ⁴⁰																		
Washington									1									
West Virginia ⁴¹																		
Wisconsin																		
Wyoming ⁴²																		
American Samoa																		
DoDEA																		
Guam																		
Northern Mariana Islands																		
Puerto Rico																		
Virgin Islands																		



Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Chinese		Communication Technologies		Computer Science		Dance		Dramatic Arts		Driver Education		
	T	W	T	W	T	W	T	W	T	W	T	W	
Alabama ²											1,122 ⁽⁴³⁾	42	3.7
Alaska ³													
Arizona ⁴													
Arkansas													
California													
Colorado													
Connecticut ⁵		1											
Delaware													
District of Columbia													
Florida ⁷													
Georgia ⁸			71	5	7.0		18	1	5.6	219	11	5.0	
Hawaii ⁹						6							
Idaho ¹⁰													
Illinois ¹¹													
Indiana ¹²		1											
Iowa ¹⁴												46	
Kansas													
Kentucky													
Louisiana ¹⁶													
Maine ¹⁷													
Maryland ¹⁹													
Massachusetts ²⁰													
Michigan						7							
Minnesota								1					
Mississippi ²²													
Missouri ²³										25		11	

MORE ON APPENDIX C...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.



State	Chinese			Communication Technologies			Computer Science			Dance			Dramatic Arts			Driver Education			
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	
Montana ²⁴																			
Nebraska ²⁵																			
Nevada ²⁶																			
New Hampshire																			
New Jersey ²⁸																			
New Mexico ²⁹																			
New York ³⁰				2,062	127	6.2	160	53	33.1	268	202	75.4	160	5	3.1				
North Carolina																			
North Dakota				4												7			
Ohio																			
Oklahoma																			
Oregon ³²																			
Pennsylvania																			
Rhode Island ³⁴				22															
South Carolina ³⁵													8			415			793
South Dakota ³⁶				186	22	11.8										240	5	2.1	
Tennessee ³⁷																			
Texas ³⁹																			
Utah																			
Vermont																			
Virginia ⁴⁰																			
Washington																			
West Virginia ⁴¹					4											1			
Wisconsin																			
Wyoming ⁴²				23	2	8.7										1			172
American Samoa																			1
																			0.6

MORE ON APPENDIX C ...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.



State	Chinese			Communication Technologies			Computer Science			Dance			Dramatic Arts			Driver Education			
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	
DoDEA																			
Guam																			
Northern Mariana Islands																			
Puerto Rico																			
Virgin Islands																			

State	Early Childhood			Earth Science			Elementary			English			English as a Second Language			Foreign Language		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Alabama ²							6,943	36	0.5	3,287	66	2.0				465	59	12.7
Alaska ³																		
Arizona ⁴							30,094	60	0.2									
Arkansas																		
California																		
Colorado																		
Connecticut ⁵				187	1	0.5				2,583	1	0						
Delaware																		
District of Columbia																		
Florida ⁷										9,308	676	7.3	5,278	1,651	31.3			
Georgia ⁸							36,202	566	1.6	7,729	226	2.9	483	15	3.1			
Hawaii ⁹					2			9			26			27				
Idaho ¹⁰							6,833	7	0.1									
Illinois ¹¹																		
Indiana ¹²					8			25			22							
Iowa ¹⁴					8						37			32				
Kansas											1							

MORE ON APPENDIX C ...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Early Childhood			Earth Science			Elementary			English			English as a Second Language			Foreign Language			
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	
Kentucky																			
Louisiana ¹⁶							24,741	2,018	8.2										
Maine ¹⁷																			
Maryland ¹⁹																			
Massachusetts ²⁰																			
Michigan				6				51		3				13					
Minnesota																			
Mississippi ²²																			
Missouri ²³		249		14				415		208				20					
Montana ²⁴																			
Nebraska ²⁵							11,705	98	0.8										
Nevada ²⁶							8,583												
New Hampshire																			
New Jersey ²⁸														230					
New Mexico ²⁹								167						113					
New York ³⁰										15,248	1,586	10.4	3,595	675	18.8	7,121	875	12.3	
North Carolina																			
North Dakota							4,488			744	1	0.1				154			
Ohio																			
Oklahoma																			
Oregon ³²							17,886	2	0				1,365	3	0.2				
Pennsylvania							45,792	651	1.4								544 ⁽⁴⁵⁾	70	12.9
Rhode Island ³⁴		2		7			3,994	7	0.2				455	1	0.2	40	17	42.5	
South Carolina ³⁵	12,133			31															
South Dakota ³⁶							3,537	5	0.1				759	54	7.1				
Tennessee ³⁷																			

MORE ON APPENDIX C...



Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Early Childhood			Earth Science			Elementary			English			English as a Second Language			Foreign Language		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Texas ³⁹							79,323	4,425	5.6	24,093	5,158	21.4	6,450	1,578	24.5	5,619	1,238	22.0
Utah							10,788											
Vermont																		
Virginia ⁴⁰																		
Washington		3					24,856	2	0		6			2			2	
West Virginia ⁴¹																		
Wisconsin							37,651	110	0.3									
Wyoming ⁴²	87	2	2.3							1,454	6	0.4	31			518	3	0.6
American Samoa																		
DoDEA																		
Guam ⁴³																		
Northern Mariana Islands																		
Puerto Rico																		
Virgin Islands																		

State	French			Geography			German			Health			Hearing Impaired			History		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Alabama ²																		
Alaska ³																		
Arizona ⁴																		
Arkansas																		
California																		
Colorado																		
Connecticut ⁵	373	1	0.3															
Delaware																		
District of Columbia																		

MORE ON APPENDIX C...



Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	French			Geography			German			Health			Hearing Impaired			History		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Florida ⁷	338	7	2.1				79	3	3.8									
Georgia ⁸							245	12	4.9	1,263	36	2.8						
Hawaii ⁹		2									11							
Idaho ¹⁰																		
Illinois ¹¹		7																
Indiana ¹²		7						1			5			19				
Iowa ¹⁴		4			20			1			31			16				
Kansas																		
Kentucky																		
Louisiana ¹⁶																		
Maine ¹⁷																		
Maryland ¹⁹																		
Massachusetts ²⁰																		
Michigan								1			1							
Minnesota																		
Mississippi ²²																		
Missouri ²³									10									
Montana ²⁴											106			7				
Nebraska ²⁵																		
Nevada ²⁶																		
New Hampshire																		
New Jersey ²⁸																		
New Mexico ²⁹											20							
New York ³⁰										3,112	670	21.5						
North Carolina																		
North Dakota															7			

MORE ON APPENDIX C...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	French			Geography			German			Health			Hearing Impaired			History		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Ohio																		
Oklahoma																		
Oregon ³²																		
Pennsylvania		1																
Rhode Island ³⁴	75	1	1.3				3			15								
South Carolina ³⁵	1,163			32			162			2,425								
South Dakota ³⁶										107	8	7.5						
Tennessee ³⁷																		
Texas ³⁹																		
Utah																		
Vermont																		
Virginia ⁴⁰																		
Washington		1			1								2					
West Virginia ⁴¹																		
Wisconsin																		
Wyoming ⁴²										966	5	5.2						
American Samoa																		
DoDEA																		
Guam																		
Northern Mariana Islands																		
Puerto Rico																		
Virgin Islands																		

MORE ON APPENDIX C...



Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.



State	Home Economics			Humanities			Japanese			Life Sciences			Language			Latin		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Alabama ²													465	59	12.7			
Alaska ³																		
Arizona ⁴																		
Arkansas																		
California																		
Colorado																		
Connecticut ⁵	461	2	0.4					2										
Delaware																		
District of Columbia																		
Florida ⁷																		
Georgia ⁸	899	18	2.0							2,118	102	4.8				82	8	9.8
Hawaii ⁹		6						2						2				
Idaho ¹⁰																		
Illinois ¹¹																		
Indiana ¹²		21												5				4
Iowa ¹⁴		4																
Kansas																		
Kentucky																		
Louisiana ¹⁶																		
Maine ¹⁷																		
Maryland ¹⁹																		
Massachusetts ²⁰																		
Michigan		5																
Minnesota																		
Mississippi ²²																		
Missouri ²³		24												43				2

MORE ON APPENDIX C...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Home Economics			Humanities			Japanese			Life Sciences			Language			Latin		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Montana ²⁴																		
Nebraska ²⁵																		
Nevada ²⁶																		
New Hampshire																		
New Jersey ²⁸																		
New Mexico ²⁹		6																
New York ³⁰	1,300	229	17.6	428	89	20.8								22			2	
North Carolina																		
North Dakota	188																	
Ohio																		
Oklahoma																		
Oregon ³²																		
Pennsylvania																		
Rhode Island ³⁴		2					2	1	50.0							8	1	12.5
South Carolina ³⁵	1,636														113			
South Dakota ³⁶	122	6	4.9															
Tennessee ³⁷																		
Texas ³⁹																		
Utah																		
Vermont																		
Virginia ⁴⁰																		
Washington																		
West Virginia ⁴¹																		
Wisconsin																		
Wyoming ⁴²	381	2	0.5															
American Samoa																		

MORE ON APPENDIX C ...



Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.



State	Home Economics			Humanities			Japanese			Life Sciences			Language			Latin			
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	
DoDEA																			
Guam																			
Northern Mariana Islands																			
Puerto Rico																			
Virgin Islands																			

State	Mathematics			Middle Grades			Music			Other			Physical Education			Physical Science			
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	
Alabama ²	2,471	102	4.1				1,315	55	4.2	397	37	9.3							
Alaska ³																			
Arizona ⁴																			
Arkansas																			
California																			
Colorado																			
Connecticut ⁵																			
Delaware																			
District of Columbia																			
Florida ⁷	3,251	208	6.4				2,594	405	15.6				4,914	595	12.1				
Georgia ⁸	5,786	160	2.8	8,153	381	4.7	2,876	79	2.7				4,409	69	1.6	2,604	89	3.4	
Hawaii ⁹		61						12						9				4	
Idaho ¹⁰																			
Illinois ¹¹																			
Indiana ¹²		44						7						12				5	
Iowa ¹⁴		29		67				17			64			45				14	
Kansas		1						2						5				2	

MORE ON APPENDIX C ...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Mathematics			Middle Grades			Music			Other			Physical Education			Physical Science		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Kentucky																		
Louisiana ¹⁶																		
Maine ¹⁷		10																
Maryland ¹⁹																		
Massachusetts ²⁰																		
Michigan		14					21		65		13							
Minnesota		1														1		
Mississippi ²²																		
Missouri ²³		182		1			76				121							
Montana ²⁴																		
Nebraska ²⁵																		
Nevada ²⁶																		
New Hampshire																		
New Jersey ²⁸																		
New Mexico ²⁹		43					6		79		22							
New York ³⁰	14,964	1,549	10.4				6,794 ⁽⁴⁶⁾	284	4.2		9,259	433	4.7					
North Carolina																		
North Dakota	527						178		1		339							
Ohio																		
Oklahoma																		
Oregon ³²	1,111 ⁽⁴⁷⁾	2	0.2				256 ⁽⁴⁸⁾	10	3.9	6,086	128	2.1						
Pennsylvania																		
Rhode Island ³⁴	441	8	1.8	1,299				1							15			
South Carolina ³⁵	6,083						3,176				2,184							
South Dakota ³⁶	528	37	7.0				261	14	5.4		114	6	5.3					
Tennessee ³⁷																		

MORE ON APPENDIX C...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.



State	Mathematics			Middle Grades			Music			Other			Physical Education			Physical Science		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Texas ³⁹	17,759	4,012	22.6										19,105	4,707	24.6			
Utah																		
Vermont																		
Virginia ⁴⁰																		
Washington																		
West Virginia ⁴¹		15						2						15				
Wisconsin																		
Wyoming ⁴²	992	13	1.3		52		676	6	0.9				1,475	7	0.5			
American Samoa																		
DoDEA																		
Guam																		
Northern Mariana Islands																		
Puerto Rico																		
Virgin Islands																		

State	Physics			P-12			Pre-K			Psychology			Reading			Romance Languages		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Alabama ²																		
Alaska ³																		
Arizona ⁴																		
Arkansas																		
California																		
Colorado																		
Connecticut ⁵							1,706	2	0.1				384	1	0.3			
Delaware																		

MORE ON APPENDIX C...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Physics			P-12			Pre-K			Psychology			Reading			Romance Languages		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
District of Columbia																		
Florida ⁷																		
Georgia ⁸				3,778	314	8.3										1,543	83	5.4
Hawaii ⁹																		
Idaho ¹⁰																		
Illinois ¹¹																		
Indiana ¹²		10																
Iowa ¹⁴		26																
Kansas		1																
Kentucky																		
Louisiana ¹⁶																		
Maine ¹⁷																		
Maryland ¹⁹																		
Massachusetts ²⁰																		
Michigan		1																
Minnesota																		
Mississippi ²²																		
Missouri ²³																		
Montana ²⁴																		
Nebraska ²⁵																		
Nevada ²⁶																		
New Hampshire																		
New Jersey ²⁸																		
New Mexico ²⁹																		
New York ³⁰							7,585	280								8,331	954	11.5
North Carolina																		

MORE ON APPENDIX C...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Physics			P-12			Pre-K			Psychology			Reading			Romance Languages		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
North Dakota																		
Ohio																		
Oklahoma																		
Oregon ³²																		
Pennsylvania																		
Rhode Island ³⁴	64	1	1.6							4								
South Carolina ³⁵	146								1,333			1,602						
South Dakota ³⁶							25	10	40.0									
Tennessee ³⁷																		
Texas ³⁹																		
Utah																		
Vermont																		
Virginia ⁴⁰																		
Washington														5				
West Virginia ⁴¹																		
Wisconsin																		
Wyoming ⁴²				87	2	2.3	700	3	0.4					6				
American Samoa																		
DoDEA																		
Guam																		
Northern Mariana Islands																		
Puerto Rico																		
Virgin Islands																		

MORE ON APPENDIX C...



Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Russian			Science			Secondary			Self-contained			Social Studies/History			Sociology		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Alabama ²				2,100	89	4.2				6,943	36	0.5	1,475	40	2.7			
Alaska ³																		
Arizona ⁴							11,543	24	0.2									
Arkansas																		
California																		
Colorado																		
Connecticut ⁵				701	1	0.1												
Delaware																		
District of Columbia																		
Florida ⁷				6,379	444	6.5							6,247	295	4.7			
Georgia ⁸				536	6	1.1	2,022	117	5.8				5,470	149	2.7			
Hawaii ⁹					55									19				
Idaho ¹⁰							6,562	389	5.9									
Illinois ¹¹																		
Indiana ¹²					6			87						9				
Iowa ¹⁴					20									87				
Kansas					1									2				
Kentucky																		
Louisiana ¹⁶																		
Maine ¹⁷					9													
Maryland ¹⁹																		
Massachusetts ²⁰																		
Michigan					8									6				
Minnesota																		
Mississippi ²²							18,800											
Missouri ²³					183									189				

MORE ON APPENDIX C...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Russian			Science			Secondary			Self-contained			Social Studies/History			Sociology		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Montana ²⁴																		
Nebraska ²⁵																		
Nevada ²⁶																		
New Hampshire																		
New Jersey ²⁸																		
New Mexico ²⁹					27			117										
New York ³⁰				13,437	1,748	13.0							13,027	1,281	9.8			
North Carolina																		
North Dakota				426			4,130						398					
Ohio																		
Oklahoma																		
Oregon ³²				1013 ⁽³¹⁾	2	0.2	10,913	300	2.8									
Pennsylvania																		
Rhode Island ³⁴				160	13	8.1	2,516						397	4	1.0			
South Carolina ³⁵	8			6,460									11,771			364		
South Dakota ³⁶				527	55	10.4							493	50	10.2			
Tennessee ³⁷																		
Texas ³⁹				14,048	3,024	21.5							16,095	3,540	22.0			
Utah							10,020											
Vermont																		
Virginia ⁴⁰																		
Washington					5		20,282											
West Virginia ⁴¹																		
Wisconsin							19,366	867	4.5									
Wyoming ⁴²				1,369	10	0.7							1,667	10	0.6			
American Samoa																		

MORE ON APPENDIX C ...



Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Russian		Science		Secondary		Self-contained		Social Studies/History		Sociology	
	T	W %	T	W %	T	W %	T	W %	T	W %	T	W %
DoDEA												
Guam												
Northern Mariana Islands												
Puerto Rico												
Virgin Islands												

State	Spanish		Special Education		Talented/Gifted		Technology		Vocational						
	T	W %	T	W %	T	W %	T	W %	T	W %					
Alabama ²			4,826	94	1.9										
Alaska ³															
Arizona ⁴															
Arkansas															
California															
Colorado															
Connecticut ⁵	922	19	2.1	5,453	2	0	675	6	0.9						
Delaware															
District of Columbia															
Florida ⁷	1,282	30	2.3	11,199	867	7.7	8,460	1,385	16.4	927	164	17.7	717	233	32.5
Georgia ⁸							1,055	45	4.3	669	19	2.8			
Hawaii ⁹		5		445				1					10		
Idaho ¹⁰															
Illinois ¹¹															
Indiana ¹²		21		975							13			3	
Iowa ¹⁴		25		502							15			3	
Kansas				33							2				

MORE ON APPENDIX C...

Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Spanish		Special Education		Talented/Gifted		Technology		Vocational			
	T	W %	T	W %	T	W %	T	W %	T	W %		
Kentucky												
Louisiana ¹⁶												
Maine ¹⁷		10		6								
Maryland ¹⁹												
Massachusetts ²⁰												
Michigan		34		136								
Minnesota		2										
Mississippi ²²												
Missouri ²³		60		868		81		16		1		
Montana ²⁴												
Nebraska ²⁵												
Nevada ²⁶												
New Hampshire												
New Jersey ²⁸				512								
New Mexico ²⁹				477				4		12		
New York ³⁰			29,179	1,783	6.1	832	51	1,877 ⁽⁴⁹⁾	487	6,930 ⁽⁵⁰⁾	1,763	25.4
North Carolina												
North Dakota			363					110	2	96		
Ohio												
Oklahoma												
Oregon ³²			538 ⁽⁵²⁾	34	6.3							
Pennsylvania												
Rhode Island ³⁴	178	5	2.8	5					1	107	1	0.9
South Carolina ³⁵	924			14,076				240		2,471		
South Dakota ³⁶				791	25	3.2	62	120	8	15	3	20.0
Tennessee ³⁷												

MORE ON APPENDIX C...



Appendix C: Teachers with Waivers, By State, High- and Low-Poverty Districts, and Selected Fields, cont'd.

State	Spanish			Special Education			Talented/Gifted			Technology			Vocational		
	T	W	%	T	W	%	T	W	%	T	W	%	T	W	%
Texas ³⁹				19,419	3,788	19.5							16,397	7,563	46.1
Utah				2,379											
Vermont															
Virginia ⁴⁰															
Washington		4			16					2				4	
West Virginia ⁴¹															
Wisconsin					878										
Wyoming ⁴²				2,043	20	0.9							464		
American Samoa															
DoDEA															
Guam															
Northern Mariana Islands															
Puerto Rico															
Virgin Islands															

Footnotes have made different distinctions within the broad categories of waivers which can be found in the Waivers Appendix C and individual state profiles. For the purposes of this table, we have collapsed the categories under the term waiver, meaning non-regular or non-initial certification.

- 2 Alabama includes Driver Education/Health in the same category and music, art and theatre in the same category.
- 3 In Alaska, the state total is more than the sum of the high- and low-poverty districts because two have not been included on either poverty list. (Mt. Edgecumbe HS (boarding school): 29 Alyeska Central School (statewide correspondence school): 31)
- 4 Waiver data for Arizona is for 1997-98.
- 5 Waiver data for Connecticut is for 1997-98.
- 6 Total number of waivers for Connecticut differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 7 In Florida, the data for special education includes mentally handicapped, physically impaired, speech pathology, hearing impaired, visually impaired, and exceptional for 1997-98.
- 8 Waiver data for Georgia is for 1997-98.
- 9 In Hawaii, the waiver data includes two types of waivers the code "w" waiver and the code "5" waiver.
- 10 Waiver data for Idaho is for 1998-99.
- 11 Illinois did not begin collecting waiver information until May 1999.
- 12 In Indiana, special education includes hearing impaired, learning disabled, mild disability students, mildly mentally disabled, seriously emotionally disturbed, severely disabled, and visually handicapped.
- 13 Total number of waivers for Indiana differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 14 Iowa does not issue waivers. The numbers included are for conditional licenses.
- 15 Numbers in high and low poverty districts are according to Kentucky's categories.
- 16 This number includes administrators, guidance counselors and librarians in Louisiana.
- 17 High- and low-poverty district information for Maine follows the state's definition.
- 18 Total number of waivers for Maine differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 19 Waiver data for Maryland is as of February 5, 1999.
- 20 The numbers for Massachusetts represent full- time equivalent teachers in 1997-98, those who are currently employed. Some districts may include those with waivers in the totals and some may not.
- 21 Total number of waivers for Minnesota differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 22 Waiver data for Mississippi is for 1996-97; numbers include the total number of certified educators.
- 23 Missouri does not grant waivers; these data are for provisional certification issued to applicants who are currently teachers and are seeking additional certification.
- 24 Waiver data for Montana is for 1997-98 school year.
- 25 Waiver data for Nebraska is for 1997-98 .
- 26 The total number of teachers for Nevada and the number of teachers with waivers (teaching out of the field) are from the 1997-98 school year.

- 27 Total number of waivers for Nevada differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 28 Waiver data for New Jersey is for 1997-98.
- 29 Waiver data for New Mexico includes one-year emergency licenses and waivers of assignments for 1997-98.
- 30 Waiver data for New York is for 1996-97 and includes only classroom teachers.
- 31 Total number of waivers for Oklahoma differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 32 Waiver data for Oregon is for 1997-98.
- 33 Total number of waivers for Oregon differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 34 Waiver data for Rhode Island is for 1997-98.
- 35 South Carolina issues conditional licenses, not waivers.
- 36 Waiver data for South Dakota is for 1998-99.
- 37 In Tennessee, the data listed in some cases reflects those who were actually employed, and in other cases reflects the total number of endorsements that were issued (not all of them were hired)
- 38 Total number of waivers for Tennessee differs from the sum of high-and low-poverty districts because some districts could not be classified.
- 39 Waiver data for Texas is for 1996-97.
- 40 The data for Virginia represents the number of currently employed teachers.
- 41 The data for West Virginia includes state superintendents' authorizations, waivers, permits, and out-of-field authorizations.
- 42 Wyoming poverty data is for 1998-99 and subject data is for 1997-98.
- 43 In Alabama, data for driver education includes health and physical education categories.
- 44 In Oregon, data for English as a Second Language is at the secondary level.
- 45 In Oregon, data for foreign language is at the secondary level.
- 46 In New York, data for music includes music, art/music and theatre categories.
- 47 In Oregon, data for math is at the secondary level.
- 48 In Oregon, data for music is at the secondary level.
- 49 In New York, technology includes technology and technical education categories.
- 50 In New York, vocational education includes trade education and occupational education categories.
- 51 In Oregon, data for science is at the secondary level.
- 52 In Oregon, data for Special Education is at the secondary level.

NOTE: The field specific data on waivers may apply to elementary, middle, secondary or all levels. Where a level is given it is noted in the footnotes.

NOTE: Blank cells indicate that waiver data was not available.

Office of Postsecondary Education
U.S. Department of Education
**Initial State Report Card on Teacher Preparation Programs and Candidates
Initial Report Questionnaire**

Contents

- Paperwork Burden Statement
- Topic 1: Teacher certification and licensure assessments and other requirements
- Topic 5: Teacher candidate pass rates, by institution
- Topic 6: Waivers of certification or licensure requirements

Respondent name and title:
Respondent phone number:
and electronic mail address:
Respondent address:
State or jurisdiction:

The purpose of this Congressionally-mandated task is to collect data on states' requirements and standards for teacher certification and preparation, as well as data on the performance of elementary and secondary teacher preparation programs. The mandate for this effort is contained in Title II of the Higher Education Amendments of 1998, Section 207.

The Office of Postsecondary Education is requesting initial state reports as specified in law by April 7, 1999. The initial report from the Secretary to Congress is due on July 7, 1999.

The law also requires the Secretary to submit an annual report to the Congress, first due in April 2001. That report will be based on annual state report cards, which are first due on October 7, 2000. Data from institutions with teacher preparation programs are due to state authorities annually, beginning in April 2000, for use by states in preparing annual report cards to the Secretary, who will in turn use this information to prepare the report to Congress.

The enabling legislation, P.L. 105-244, Title II, Section 207 (c) (2), stipulates that states are not required to "...gather information that is not in the possession of the State or the teacher preparation programs in the State, or readily available to the State or teacher preparation programs" for purposes of filling out this questionnaire for the initial state report card.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date 9/30/1999). The time required to complete this information collection is estimated to average two hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, ROB-3, 7th and D Sts. S.W., Washington, DC 20202-4651.

Topic 1. (from HEA 1998, P.L.105-244, Section 207 (b) (1)) "A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State."

Complete category list for this topic:

I. General status:

No specific state teacher licensure or certification assessments or other requirements exist at this time.

Mandatory state teacher assessments exist; there are no specific teacher licensure or certification requirements at this time.

State teacher licensure or certification requirements exist; there are no teacher licensure or certification assessments required at this time.

State teacher licensure or certification requirements and mandatory assessments exist.

[Note: only one of these statements will appear in the short profile.]

II. Specific assessments or course work required:

For teacher licensure, certification, or endorsement, the state requires teachers to pass performance assessments, such as portfolios, practicum/demonstrations, or assessment center activities. (Please provide a description of all performance assessments.)

For teacher licensure, certification, or endorsement, the state requires teachers to pass state-prescribed course work. (Please provide a description of course work requirements.)

For teacher licensure, certification, or endorsement, the state requires teachers to pass state-prescribed course work or pass written assessments. (Please provide a description of course work requirements and written assessments.)

For teacher licensure, certification, or endorsement, the state requires teachers to pass the following written tests, with passing scores as noted:

Basic skills: (name of test) (testing entity) (passing score and scale)

Professional knowledge of teaching—elementary education: (name of test) (testing entity) (passing score and scale)

Professional knowledge of teaching—middle grades education: (name of test) (testing entity) (passing score and scale)

Professional knowledge of teaching—secondary education: (name of test) (testing entity) (passing score and scale)

Subject matter knowledge:

Subject area: English/Lang. Arts. Mathematics Science Social Studies (Other areas as appropriate)

Passing score:

III. General requirements:

For regular certification, state teacher licensure and certification requirements currently include the following elements:

- A Bachelor's degree in education from an accredited postsecondary institution, and completion of a state-approved teacher preparation program.
- A Bachelor's degree in a subject area from an accredited postsecondary institution, and completion of a state-approved teacher preparation program.
- A Bachelor's degree in a subject area from an accredited postsecondary institution, with specific credit-hour requirements for general and professional education course work.

Appendix D: Questionnaire, cont'd.

- A degree from a non-U.S. institution equivalent to a Bachelor's degree, and including general and professional education requirements, as determined by the state through review and transcript analysis.
- A post-baccalaureate program or course work in professional education, and completion of a state-approved teacher preparation program.
- A valid teaching certificate from a state with which your state has a reciprocity agreement.
- Passing a state-prescribed assessment.
- U.S. citizenship status (please detail).
- A fingerprint check or police record examination.
- Other requirements.

[Note: only the statements that apply will appear in a state's short profile.]

IV. Licensure or certification renewal requirements.

The state requires continuing education or other experiences for renewal of each teacher license or certificate. (Please detail.)

Topic 5. (from HEA 1998, P.L.105-244, Section 207 (b) (5)) "The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that State from which the teaching candidate received the candidate's most recent degree, which shall be made available widely and publicly."

(State) Institution A Institution B, etc.

Number taking assessment Percent passing Number taking assessment Percent passing Assessment 1 Assessment 2, etc.

Topic 6. (from HEA 1998, P.L.105-244, Section 207 (b) (6)) "Information on the extent to which teachers in the State are given waivers of State certification or licensure requirements, including the proportion of such teachers distributed across high- and low-poverty school districts and across subject areas."

First, please provide descriptions of the different categories your State uses to give temporary waivers of State certification or licensure requirements. States use different terms to denote a waiver of certification or licensure requirements, such as emergency permit, emergency certificate, or waiver. These terms may define situations in which the teacher is certified to teach, but is teaching outside her or his own field for more than the state-allowed maximum time fraction; or they may define situations in which the teacher lacks some of the elements needed for state certification, but is teaching in their field; or, finally, they may describe situations in which both of these apply.

Please provide the numbers for the second and third rows of the table below. In order to assemble these numbers, you will need the total number of teachers, and the number of teachers with waivers of State certification or licensure requirements, for each school district and for each subject area, for the academic year 1997-1998.

You do not have to compute the percentages (fourth row of the table).

(State) State Totals	High-Poverty Districts	Low-Poverty Districts	Elementary	Sec.-English	Etc.
Total Teachers					
No. with Waivers					
Percentage					

We ask that you certify if these numbers include:

- full-time teachers (___ Yes ___ No)
- part-time teachers (___ Yes ___ No)
- short-term substitute teachers (___ Yes ___ No)
- long-term substitute teachers (___ Yes ___ No)

This glossary presents a guide to the use of standard phrases appearing in the Initial Report and seeks to explain them in a way that reflects their common usage. At the same time, it is recognized that any one of these items may have a somewhat specialized meaning when used in a different context, for example, in research, policy analysis, and editorial writing. In addition, throughout the report footnotes are used to clarify special cases, explain abbreviations, and identify technical references.

Accreditation: Accreditation is a system of quality assurance in which institutions of postsecondary education and specific academic programs voluntarily participate in a review of their goals and accomplishments in relationship to a set of standards of performance established by their peers.

Basic Skills: The term Basic Skills is generally used to refer to three areas of knowledge: reading, writing, and mathematics. Some level of skill in these three areas is not only thought to be crucial for students, but also for their classroom teachers. The two national testing companies that have developed teacher assessments offer exams in each of these areas. Basic Skills assessments are taken at various times in the teaching candidate's educational career and are sometimes used by teacher preparation programs to assess these skills before or at entry into the program itself.

Continuing Education Unit: The Continuing Education Unit or CEU, is a unit of measure of the credit earned through classroom or experiential learning. In the Initial Report, the term is used in the context of requirements for renewal of the teacher certificate or license.

Credit Hour Requirements: Credit Hour Requirements refer to the specified number of hours of credit that must be earned by course or by program. The credits (depending on the mode of delivery of the learning experience) may be earned in a traditional classroom, through technology-mediated learning, in the laboratory, or in internship experiences. Certification and licensure requirements may specify the number of credit hours by subject that must be accumulated before a teaching candidate is considered ready to apply for a certificate or license.

Emergency Certificate: The term Emergency Certificate is used to describe the special allowance granted (either by the state or the school district based on the state's guidelines) which permits the hiring of individuals who do not meet the requirements for a standard certificate for teaching slots. In most states where some form of emergency certificate exists, the school district must show evidence of an effort to hire a certified teacher for the open position before the allowance is made. Emergency Certificates tend to be short-term in duration.

Educational Testing Service (ETS): ETS is the commercial test development organization that authored nationally used assessment tests for the teaching profession. The first generation of these tests was called the National Teachers Exam (NTE). The second generation is called Praxis (Professional Assessments for Beginning Teachers). There are three categories of Praxis (I, II, and III). Praxis exams are related to the area of teacher competence they assess: Basic Skills, Professional Knowledge of Teaching, Subject Matter Knowledge, and Classroom Performance.

General Teacher Certification or Licensure Requirements: General Requirements refer to the broadest statement of the conditions a teaching candidate must meet to be granted a teaching certificate or license. Most states have multiple options for those seeking a certificate or license, but even though the options are stated differently, they are essentially comprised of the following: participation and completion of an approved program of course-taking (the course credits may be earned in an institution of higher education, while working in a school system, or through transcript verification) resulting in a degree or in program or in credit acquisition; successful completion of state-required assessments; and some additional course or experience requirements set by each state. In addition, checks are common to verify that the individual does not have a police record and is basically a citizen in good standing within the community.

High-Poverty Districts: The Initial Report has used a definition of high-poverty that is in accordance with Title I guidelines: a high-poverty district is a school district in which the proportion of children in the age range of 5-17 living in poverty was 20 percent or higher as of 1995-96 (the most recent data available).

High Waiver Areas: The term High Waiver Area was developed for the purpose of this report and the analysis of mandated data reporting on teachers with waivers. For states that were able to obtain data regarding the number and percentage of teachers with waivers by subject area, a comparison was made between that number or percentage in relationship to the median number or percentage of teachers with waivers for the state overall. If the waiver number or percentage was higher than the median, the

area was designated as a High Waiver Area and it is reported on the state profile in the waiver section.

INTASC (Interstate New Teacher Assessment and Support Consortium): The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels. INTASC's mission is to promote standards-based reform through the development of model standards and assessments for beginning teachers.

LEA: LEA or the **Local Education Agency** is the entity that has responsibility for the operations of the school district.

Low-Poverty Districts: The Initial Report has used a definition of low-poverty that is in accordance with Title I guidelines: a low-poverty district is a school district in which the proportion of children in the age range of 5-17 living in poverty was below 20 percent as of 1995-96 (the most recent data available).

National Evaluation Systems (NES): NES is a second commercial test development organization that has constructed teacher assessments in many skill and knowledge areas. States choosing to use NES exams customize the assessments to match their state requirements and standards for newly prepared teachers. In general, once this customization has occurred, the new assessment is named for the state in which it is being used.

Pass Rates: Title II reporting requirements specify that each state was to submit a pass rate for the completers of state-approved teacher preparation programs on each assessment taken. Pass rates are reported only in the cases where there were 10 or more test takers per assessment. Each pass rate indicates the proportion of completers taking and passing a specific test. Passing scores are set by states using test score ranges that are provided by the test makers. Respondents to the initial questionnaire were asked to calculate a pass rate by taking the total number passing the assessment and dividing that by the total number taking the assessment and multiplying that by 100.

Pedagogy: The art and science of teaching.

Performance Assessment: A performance assessment is an activity developed to document student learning. The assessment of the individual student's performance is based on a rubric or set of categories that link student performance to expectations or standards and then to grades or other measures of performance. Performance Assessments have been developed by ETS and other test development organizations and by coalitions such as INTASC, demonstrating that they can be standardized. What makes a Performance Assessment unique is its emphasis on individual performance on a set of activities. An individual may demonstrate this performance through solving a problem, writing an essay, development of a portfolio of work, etc.

Professional Knowledge of Teaching: Assessments of professional knowledge of teaching refer to specific tests that examine the knowledge of teaching candidates regarding principles of teaching and learning.

Renewal of Certificate or License Requirements: Renewal requirements refer to the education, work, and other requirements each state sets for teachers to maintain or advance their status as teachers. State policies regarding the duration for the first license vary, as do the policies for renewal. In some states, there is a progression of higher level certificates or licenses which teachers must earn as they increase their teaching experience and knowledge.

Score Ranges: Test developers establish score ranges for each assessment. The range is the minimum and maximum score expected for that particular assessment.

SEA: SEA or the **State Education Agency** is the entity that has responsibility for the operations of all school districts within the state.

Special Course Requirements: The phrase Special Course Requirements is used to refer to specific courses above and beyond those taken in a state-approved teacher preparation program, which some states require of teaching candidates in order to receive an initial teacher certificate; for example, studies of the state Constitution, the U.S. Government, reading instruction, human relations, etc.

Standard Teacher Certificate: The standard certificate or license is the traditional credential granted to an individual who has met all of the state

requirements and has been approved to assume the full responsibilities of a classroom teacher.

State Cut Scores: Each state sets a minimum passing score for every assessment it offers to teaching candidates. Also known as the cut score, these scores are within the measurement range established for the assessment by the test maker.

Subject Matter Knowledge: The phrase Subject Matter Knowledge is used to refer to the content knowledge of the subject in which a teaching candidate is specializing, for example, French or mathematics. Assessments of subject area knowledge have been created to determine whether the teaching candidate has developed the knowledge and skills in that area to meet professional expectations for classroom teaching.

Teaching Candidate: A teaching candidate is an individual seeking teacher certification or licensure. In this report, the candidate is viewed as a program completer, having successfully obtained a credential that reflects the completion of an approved program, wherever it may be located.

Teaching Certificate or License: The certificate or license is the document issued by a recognized state authority that clearly indicates an individual has met all requirements and may assume the full responsibilities of a teacher.

The data collection for the Initial Report discovered that states have many different names for the certificate and that the first certificate varies in duration and level.

Also, states are beginning to move in the direction of a licensure system that includes three tiers and that recognizes teachers' development throughout their careers, however, few states actually have three-stage licensure in place. The three tiers are marked by different licenses which are defined as follows:

- The initial license, often called "probationary" or "provisional," is granted to beginning teachers for a limited number of years. It signifies that an individual has met initial requirements and has the potential to become a good teacher. It also recognizes that all new teachers need time to improve their teaching and to be evaluated on their classroom performance before they earn full licensure. Many states do not require the initial license.
- The full or standard license signifies a state's approval of an individual as a fully qualified, competent teacher. It is granted to teachers who have

met all of the state's requirements for entering the profession. This license is the first stage of teacher licensure in some states and the second stage in states that require a provisional license.

- The advanced license is used by states that require or allow experienced teachers to earn a higher credential based on their experience and performance. One form of this third stage of licensure is certification by the National Board for Professional Teaching Standards.

Teacher Preparation Program: A teacher preparation program is an approved course of study preparing a teaching candidate for certification or licensure. The program may be housed at a college or university (or even within a consortium of institutions), or at the school district level, or managed by a private entity. In any case, the program is designed to equip teaching candidates with the basic principles of teaching and knowledge of the subject matter and it must be approved by the state in which it resides.

Teacher Standards: The expectations that a state authority has for what a teacher should know and be able to do, or sometimes for the kind of person that a teacher is expected to be. Standards inform and direct the processes of establishing and evaluating requirements.

An example of part of a standard for teachers follows, taken from the Draft Standards proposed by the Interstate New Teacher Assessment and Support Consortium (INTASC).

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.

Waiver: The term waiver is used to refer to a relaxation of state teacher certification or licensure requirements that is generally temporary and most often not renewable.



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