CHAPTER 3

CERTIFICATE REQUIREMENTS

Section 1. Standard Teaching Certificate Requirements. The applicant shall hold a bachelor's degree and have an Institutional Recommendation from an institution of higher learning that has

been approved by the Professional Teaching Standards Board.

OR

A bachelor's degree and a portfolio approved by the professional teaching standards board.

All applicants must take and pass an approved test applicable to the requested certificate. **Section 2. Grade Levels of Standard Teaching Certificate.** The qualified applicant will be issued one or more of the following:

- (a) Pre-School Years (Birth to Age 5). The applicant shall have completed an approved professional education program or an approved portfolio designed to prepare teachers for preschool settings.
- (b) Elementary Grades (k-8). The applicant shall have completed an approved professional education program or an approved portfolio designed to prepare teachers for elementary
- school settings. The elementary level also satisfies the elementary endorsement.
- (c) Middle School Grades (5-8). The applicant shall have completed an approved professional education program or an approved portfolio designed to prepare teachers for a middle school
- setting. The middle school may include any grades 5-8 in a formal organization.
- (d) Secondary Grades (7-12). The applicant shall have completed an approved professional education program or an approved portfolio designed to prepare teachers for secondary
- school settings. The applicant shall also satisfy the requirements for one or more of the teaching
- endorsements outlined in this document.
- (e) Grades k-12. The applicant shall have completed an approved professional education program designed to prepare teachers for k-12 school settings or an approved portfolio. The
- applicant shall also satisfy the requirements for one or more of the teaching endorsements outlined in this

document.

Section 3. Endorsements. Endorsement(s) for which an applicant qualifies will appear on

the Standard Certificate. As determined by the program approval standards, the endorsement(s) will allow

the teacher to provide instruction in the classroom, or the administrator or pupil personnel person to provide

services in the area(s) identified on the certificate. Teaching endorsements are valid at the level for which

they are issued.

Section 4. General Education Program Approval. The general education component shall include a well-planned sequence of courses and experiences offered in liberal arts and other general studies. A graduate from an NCATE or regionally accredited institution shall be considered to have met the general education requirements.

Section 5. Professional Education Program Approval.

Professional education includes foundations of education, methods and materials of teaching, and school based experiences that support the development of knowledge, competencies and dispositions required in the teaching profession. A major purpose of the professional education component is to develop the prospective teacher's ability to facilitate student growth, learning and achievement. The prospective teacher understands and can apply knowledge and theories related to the appropriate disciplinary areas; child and adolescent development; teaching and learning processes; instructional materials including applications of technology; social interactions in classroom, school, and community contexts; historical perspectives of schooling in the U.S.; and the broader issues of the profession as they relate to society and the functions of schools. The term "all students" refers to all children who receive an education in any American public school.

Individuals adding an endorsement by the alternative route of a portfolio must address (a) Standard I

- (i)(iv)(vii) and (b) Standard II (i)and (ii).
- (a) Standard I. Teaching and Learning. The teacher candidate demonstrates the following knowledge, competencies and dispositions:
- (i) Academic Discipline. The teacher candidate understands the central concepts within the discipline(s) he or she teaches, as stated in the Professional Teaching Standards Board program standards; is competent in selecting subject matter that addresses the curriculum and standards at the school district, state and national levels; and believes all students' lives are enhanced through gaining knowledge of the academic discipline.
- (ii) Student Learning. The teacher candidate understands all children have similar patterns of learning, and these patterns vary individually within the areas of cognitive, social, emotional and physical development; is competent in using developmental theories to provide appropriate learning opportunities to influence all students' learning; and is respectful of all students' diverse developmental levels.
- (iii) Students' Diversity. The teacher candidate understands how all students differ in their approaches to learning; is competent in creating instructional opportunities that are adapted to all students' diverse life experiences and developmental levels; and believes all students benefit from a mutually respectful learning community.

- (iv) Instruction to Students. The teacher candidate is knowledgeable about instructional strategies used to encourage all students' development of critical thinking and problem solving skills and achievement of performance standards; is competent in developing instructional strategies which incorporate technology, multimedia, commercial/teacher/student materials and collaboration; and believes appropriate learning experiences enhance all students' opportunities to learn.
- (v) Classroom Environment. The teacher candidate is knowledgeable about classroom management theories which encourage individual and group motivation to learn; is competent in facilitating a positive classroom environment while collaborating with parents, education professionals and support staff; and is respectful of our democratic society's support of public education and seeks to achieve equity for all children.
- (vi) Language and Communication. The teacher candidate is knowledgeable about the connections between a student's use of language and his/her success in learning; is competent in developing all students' language skills and communication techniques across the curriculum; and models effective language skills and communication techniques.
- (vii) Planning Instruction. The teacher candidate is knowledgeable about his/her academic discipline's curriculum and school district, state and national standards; is competent in designing, implementing, evaluating and refining the plan so all students are successful in learning the required curriculum and standards; and believes that all students can perform at increasingly higher levels and individually challenging expectations should be set by the teacher.
- (viii) Student Assessments. The teacher candidate is knowledgeable about multiple methods of formative and summative assessment for assessing all students' development of critical thinking and problem solving skills and achievement of standards; is competent in using assessments' results as a guide to plan instruction; and believes a variety of appropriate assessments can accurately evaluate all students' knowledge level of understanding and their ability to meet standards.
- (ix) Professional Qualities. The teacher candidate understands the profession's history and moral expectations; is competent in using reflection and self-assessment to enhance his/her teaching and actively seeks opportunities for professional growth; and models respect for all students, parents and colleagues.
- (x) Community Participant. The teacher candidate is knowledgeable about all students' and parental rights within the federal, state and local legal responsibilities and legislation; is competent in fostering relationships between colleagues, parents and community relationships to promote all students' learning and development; and advocates for all students, believing he or she has some responsibility to insuring the success of the community's educational system.

- (b) Standard II. Teaching Experiences. The teacher candidate has numerous opportunities to observe, interact with and instruct students for his/her selected age group and subject areas.
- (i) Supervised Experiences. The teacher candidate has observed a variety of education settings with students of all ages, grades and diversity; and has utilized a variety of educational theories to identify his/her knowledge, competencies and dispositions of the professional education standards.
- (ii) Professional Experiences. The teacher candidate documents teaching students in the appropriate age group for the academic subjects corresponding to his/her endorsement level and area; shows documents evidence of proficiency in compliance to Standard I: Teaching & Learning; and documents teaching experience for a sufficient length of time of no less than eight consecutive weeks.

Section 6. Teaching Field or Field of Study Program Approval. The teaching major or field of study shall consist of a carefully planned pattern of courses and experiences designed to produce

a strong academic background and competencies necessary for successful teaching at the particular grade

levels for which each program is designed.

(a) Standard I. The teaching field or field of study shall be based upon statements of program objectives and competency expectations for classroom teaching related to the public school

curriculum. These statements shall reflect analysis of current theory, research, practices and

recommendations the professional organizations representing the teaching field found in public school.

(b) Standard II. Each teaching field or field of study shall require study and experience designed to develop an understanding of the sequential nature of the knowledge and skills, as well as

competence in the methodologies needed to teach the subject matter. The program shall take into account

diverse student learning styles and cultural backgrounds.

- (c) Standard III. The program shall require students to demonstrate competence in understanding their teaching fields or fields of study. Competency shall be measured in the following ways:
- (i) academic achievement in the field of study;
- (ii) assessment of demonstrated professional skills including the ability to integrate a field of study with other fields of study;
- (iii) evaluation of the ability to apply a knowledge base in a variety of ways under actual conditions of professional practice.