

Pathways Data from Selected States

<i>State</i>	<i>What pathways are available?</i>	<i>What is the typical time investment for each program type?</i>	<i>Who runs the program?</i>	<i>Program leads to:</i>	<i>Who confers license and/or certification?</i>	<i>Is professional status identified by certification or Licensure?</i>	<i>Identify the type(s) of licenses/certifications offered:</i>	<i>What categories are identified in credentialing?</i>	<i>Briefly describe internship, field work, or any other direct teaching experiences required.</i>	<i>Describe key features of programs that differ significantly from those typically accredited through NASM, NCATE or TEAC.</i>
	<i>Traditional college programs, additional training programs, other?</i>	<i>4yr, 5yr, 4+1, 4+2, other?</i>	<i>University, state agency, school district, private company, other?</i>	<i>Bachelors, Bach/cert, Masters, Mast/cert, Cert only, other?</i>	<i>State, city, local district, other?</i>		<i>Professional, provisional, conditional, alternative, temporary, other?</i>	<i>K-12, PK-12; K-4, 5-8, 9-12, others?; All areas, general, instrumental (band or orch?), choral, others?</i>		

CALIFORNIA

1. What pathways are available? Traditional college programs, additional training programs, other?

TRADITIONAL:

California offers the following two-tiered credential structure for teaching at the elementary and secondary school level:

- * Preliminary Credential - There are two Preliminary credentials that allow an individual to teach at an elementary, middle, or secondary school level:

- o The Multiple Subject Teaching Credential. It is valid for a maximum of five years and allows the holder to teach preschool, K-12, or adult classes in a self-contained classroom setting, which is typical of elementary schools. In addition, the holder of this credential may serve in a core or team teaching setting. This credential may not be renewed. To continue teaching beyond the five year validity period, the holder of a Preliminary Multiple Subject Teaching Credential must earn a Professional Clear Multiple Subject Credential.

- o The Single Subject Teaching Credential. It is valid for five years and allows the holder to teach the specific subject or subjects named on the credential in a departmentalized classroom setting as is common in most middle schools and high schools. Holders of this certificate may also teach their subject or subjects in grades K-12, or classes for adults. This credential may not be renewed. To continue teaching beyond the five year validity period, the holder of a Preliminary Single Subject Teaching Credential must earn a Professional Clear Single Subject Credential.

- * Professional Clear Credential. Similar to the Preliminary Credential, the Professional Clear Credential is available as a Multiple Subject Teaching Credential or a Single Subject Teaching Credential, with the same classroom and subject matter stipulations as outlined above. The Professional Clear Credential must be renewed every five years.

Holders of valid teaching credentials may also add supplementary and/or subject matter authorizations to an existing credential by completing the necessary requirements for the named authorization.

California also offers limited assignment teaching permits that allow a fully-credentialed teacher to teach outside of their area of certification while they work on the subject-matter requirements for an added authorization, subject matter authorization, or supplementary authorization. There are also several types of substitute teaching permits, allowing day-to-day substitute teaching for short periods of time.

The Process for California Teacher Certification

California has a rigorous process to obtain a Preliminary Teaching Credential. To obtain either a Multiple Subject or Single Subject Preliminary Teaching Credential, an individual must:

- * Complete a bachelor's or higher degree from a regionally-accredited college or university.
- * Complete a multiple subject or a single subject teacher preparation program that includes student teaching from a California College or University and obtain a formal recommendation for a Preliminary Credential. Individuals completing an out-of-state teacher preparation program must do so in a state determined to have equivalent standards to California. Consult the California Commission on Teacher Credentialing web site for a listing of such states.
- * Pass the California Basic Educational Skills Test (CBEST).
- * Complete a comprehensive reading instruction course to satisfy the developing English language skills including reading requirement.
- * Individuals seeking a Multiple Subject Teaching Credential must pass the Reading Instruction Competence Assessment (RICA).
- * Complete an acceptable course in the provisions and principles of the U.S. Constitution. An individual may pass a test given by an accredited college or university to satisfy this requirement.
- * Verify knowledge of the subject to be taught by one of the following:
 - o Achieving a passing score on the appropriate subject matter examination(s).
 - o Completing a Commission-approved subject matter program with verification of completion.
- * Complete a foundational computer technology course that includes general and specialized computer skills in education.

To obtain a Professional Clear Credential, an individual must complete one of three options:

1. Complete a Commission-approved Professional Teacher Induction Program through an approved school district, county office of education, college or university, consortium, or private school.
2. Complete a fifth year of study and secure a recommendation for a Professional Clear Credential from a California college or university with a state-approved teacher preparation program. This option is only available to holders of SB 2402 preliminary credentials issued before August 30, 2004. Holders of such credentials issued after August 30, 2004 must complete option 1 above.
3. Obtain National Board for Professional Teaching Standards (NBPTS) certification. Individuals with NBPTS certification will be issued a Professional Clear Credential in the corresponding California subject area(s).

All candidates seeking California teaching credentials must receive fingerprint clearance from the California Department of Justice and the FBI. This process is normally completed when an applicant applies for a first-time credential.

ALTERNATIVE CERTIFICATION ROUTES:

A. 1 or 2-year full-time paid internship. The candidate must hold a degree in the field of teaching, but is allowed (with some pre-service training – not specified) to teach under supervision while completing requirements for either Preliminary or Professional Clear Credential. The purpose is to attract talented teacher candidates to areas of shortage. Music is not individually mentioned.

B. California Education Code provides two options for private school teachers to obtain Multiple and Single Subject Teaching Credentials. These two options allow private school teachers to use three to five years of appropriate teaching experience in lieu of the student teaching component or six years in lieu of completing a teacher preparation program including student teaching.

C. Another unusual (but rare) twist to alternate certification is that the candidate have a minimum of 18 months in the Peace Corps where at least 50% of the duty includes teaching in classrooms.

2. What is the typical time investment for each program type? 4yr, 5yr, 4+1, 4+2, other?

Preliminary Teaching Credential (PTC): 4-year degree

Professional Clear Credential (PCC): Fifth year (most common route)

Alternate Certification (Alt. Cert.): 1 or 2 years

3. Who runs the program? University, state agency, school district, private company, other?

PTC: College/University

PCC: College/University

Alt. Cert.: College/University OR individual school district where shortages occur

4. Program leads to: Bachelors, Bach/cert, Masters, Mast/cert, Cert only, other?

PTC: Bachelors

PCC: Potential Masters

Alt. Cert.: Certification only

5. Who confers license and/or certification? State, city, local district, other?

State Commission on Teacher Credentialing

6. Is professional status identified by certification or Licensure?

Neither - California refers to this as “Credential”

7. Identify the type(s) of licenses/certifications offered: Professional, provisional, conditional, alternative, temporary, other?

Single Subject Preliminary Teaching Credential

Single Subject Professional Clear Credential

*Emergency Credential

*Long-Term Emergency Credential

(*These are applied for by the school district – not the candidate. They are mostly for teaching in a subject outside of the individual’s credentialed field)

8. What categories are identified in credentialing? K-12, PK-12; K-4, 5-8, 9-12, others?; All areas, general, instrumental (band or orch?), choral, others?

Music preK-Adult

9. Briefly describe internship, field-work, or any other direct teaching experiences required.

No information available. Seems to vary by higher education institution. The exception is the alternative certification which is based on a 1-2 year mentored internship. Mentoring in the first half of the first year is akin to student teaching. Then the intern may take over the classes alone.

10. Describe key features of programs that differ significantly from those typically accredited through NASM, NCATE or TEAC.

The internship program (alternate certification) is out of sync with these agency guidelines due to only minimal preparation prior to actually going into the classroom. As noted earlier, the definition of “pre-service training” was sketchy, but one source mentioned as few as 9 credits (presumably in courses such as child development, classroom management and teaching methods).

COLORADO

1. What pathways are available? Traditional college programs, additional training programs, other?

A. Initial License – Traditional college program – three-year renewable [NOTE: all approaches to Initial Licenses require either the Praxis II exam or the PLACE exam (“Program for Licensing Assessments for Colorado Educators” – content area specific)

B. Professional License – Induction program defined by each school district – five-year renewable.

C. Master Teacher Certificate – Significant contribution to the profession plus NBPTS certification, and substantive teacher portfolio assessment.

D. Alternative Teacher Licensure Program (leading to Initial License) – One year program typically operated through area BOCES with the following requirements:

* Have successfully completed a Bachelor’s degree or higher from a regionally accredited institution of higher education.

* Did not complete an approved educator preparation program with student teaching.

* Want to become a licensed teacher in Colorado.

* Have completed the 30+ semester hours of content required for the endorsement, as determined by a complete transcript review.

* Have passed the State Board of Education-approved content exam for the endorsement being sought.

* Have passed a criminal background check, including submission of fingerprints.

E. Teacher in Residence Licensure Program (leading to Initial License) – [Two-year program typically operated through either area BOCES or the Metropolitan State College in conjunction with area school districts. The requirements for the TIR Licensure Program are the same as the alternative Teacher Licensure Program (Item D. above) with the exception that the candidate has already been hired by a school district on an emergency basis.

2. What is the typical time investment for each program type? 4yr, 5yr, 4+1, 4+2, other?

A. Initial – 4 years

B. Professional – no time specification (but 3 years would seem to be the norm)

C. Master Teacher – no time specification

D. Alternative Licensure – 1 year

E. TIR – 2 years

3. Who runs the program? University, state agency, school district, private company, other?

A. Initial – university

B. Professional - Local District

- C. Master Teacher - Local District (including NBPTS)
 - D. Alternate Licensure - Area BOCES
 - E. TIR - Area BOCES or Metropolitan State College with local district
4. Program leads to: Bachelors, Bach/cert, Masters, Mast/cert, Cert only, other?
All programs above require bachelors degree. Advanced degrees are not required in Colorado for advanced certifications (but likely affect salary)
 5. Who confers license and/or certification? State, city, local district, other?
State (Colorado Department of Education)
 6. Is professional status identified by certification or Licensure?
Licensure
 7. Identify the type(s) of licenses/certifications offered: Professional, provisional, conditional, alternative, temporary, other?
Initial, Professional, Master Teacher, Substitute
 8. What categories are identified in credentialing? K-12, PK-12; K-4, 5-8, 9-12, others?; All areas, general, instrumental (band or orch?), choral, others?
Music K-12
 9. Briefly describe internship, field-work, or any other direct teaching experiences required.
Standard one semester of student teaching for normal route to Initial.
One year of internship for Alternate route to Initial
Two-years of internship for TIR route to Initial
 10. Describe key features of programs that differ significantly from those typically accredited through NASM, NCATE or TEAC.
On the job internships for Alternate or TIR routes in lieu of student teaching. Course requirements are similar.

CONNECTICUT

1. What pathways are available? Traditional college programs, additional training programs, other?
 - A. Traditional college program plus Praxis Exams I & II
 - B. Via teaching experience (20 months of full-time teaching at either a CT non-public school or a public school in another state with valid certification in that state) plus Praxis Exams I & II.
 - C. Alternate Route to Certification (ARC II for music education preK-12): The ARC II program consists of a 24-week period of part-time instruction, offered on Friday evenings and all day Saturdays from October to May. Upon successful completion of the Connecticut Alternate Route to Certification (ARC) Program, Praxis II or ACTFL testing requirements, and upon the request of the superintendent of a Connecticut board of education, a Temporary 90-Day Certificate will be issued to the ARC graduate. The following requirements must be completed while holding and serving under the Initial Educator Certificate:
 - * a minimum of 20 months of successful service for a Connecticut Board of Education under the initial educator certificate;
 - * 30 hours of continuing education units or 3.0 CEUs; and
 - * successful completion of the Beginning Educator Support and Training (BEST) Program.

2. What is the typical time investment for each program type? 4yr, 5yr, 4+1, 4+2, other?
 - A. Traditional – 4 years
 - B. Via Experience – 4 year degree plus 20 months experience (private school or out of state).
 - C. ARC – 4-year degree plus 1year ARC program.
3. Who runs the program? University, state agency, school district, private company, other?

ARC is conducted by the Connecticut Department of Higher Education in Hartford.
4. Program leads to: Bachelors, Bach/cert, Masters, Mast/cert, Cert only, other?

Traditional leads to BA. The ARC program leads to certification only.
5. Who confers license and/or certification? State, city, local district, other?

State
6. Is professional status identified by certification or licensure?

Certification
7. Identify the type(s) of licenses/certifications offered: Professional, provisional, conditional, alternative, temporary, other?

Interim Educator with Testing Deferral (for applicants who have completed a registered program, but have not completed the Praxis Exams – 1-year duration)

Initial Educator (3-year duration during which teacher must teach at least 10 months and pass a Beginning Educator Support and Training program)

Provisional Educator (8-year duration during which teacher must teach at least 30 months and acquire additional university course work – presumably a masters degree, but not clear)

Professional Educator (5-year renewable during which teacher must complete 90 hours of continuing education units)
8. What categories are identified in credentialing? K-12, PK-12; K-4, 5-8, 9-12, others?; All areas, general, instrumental (band or orch?), choral, others?

Music (All) PreK-12
9. Briefly describe internship, field-work, or any other direct teaching experiences required.

Semester of student teaching and other field experiences defined by individual colleges.
10. Describe key features of programs that differ significantly from those typically accredited through NASM, NCATE or TEAC.

The ARC program is practicum based and operated by the CT State Department of Higher Education vs. a specific college or university. It concludes with only one month of F/T student teaching that is considerably shorter than NASM or NCATE recommendations.

DISTRICT OF COLUMBIA

1. What pathways are available? Traditional college programs, additional training programs, other?
 - A. Traditional (college program with Praxis Exams I & II)
 - B. Alternate Route: Successful completion of all portions of the Praxis I PreProfessional Skills test and the content portion(s) of the Praxis II subject assessment, has enrolled in a state approved teacher education program, and has been hired or contracted as a newly hired teacher in a DC public, private, or charter school.

2. What is the typical time investment for each program type? 4yr, 5yr, 4+1, 4+2, other?
Both are basically 4-year programs
3. Who runs the program? University, state agency, school district, private company, other?
University (both)
4. Program leads to: Bachelors, Bach/cert, Masters, Mast/cert, Cert only, other?
Bachelors (both)
5. Who confers license and/or certification? State, city, local district, other?
State
6. Is professional status identified by certification or licensure?
Licensure
7. Identify the type(s) of licenses/certifications offered: Professional, provisional, conditional, alternative, temporary, other?
Standard License (5-year renewable)
Provisional License (via alternate route – 3-year one time only non-renewable)
Restricted License: Submission of documents verifying completion a minimum of 33 semester hours, an undergraduate degree, or a graduate degree from an accredited institution of higher education with a major in a licensing area not identified as a core content area under NCLB legislation, has successfully completed all portions of the Praxis I PreProfessional Skills test, and has been hired or contracted as a newly hired teacher in a DC public, private, or charter school.
8. What categories are identified in credentialing? K-12, PK-12; K-4, 5-8, 9-12, others?; All areas, general, instrumental (band or orch?), choral, others?
Instrumental Music K-12
Vocal Music K-12
Performing Arts – Music K-12 (presumably classroom music)
9. Briefly describe internship, field-work, or any other direct teaching experiences required.
Observations, student teaching, and an internship
10. Describe key features of programs that differ significantly from those typically accredited through NASM, NCATE or TEAC.
The alternate route appears to be an emergency license. Whereas the teacher must complete a state-approved program (which likely meets NASM or NCATE regulations), this may be done while teaching. [N.B. Tenure is not offered in DC.]

DELAWARE

1. What pathways are available? Traditional college programs, additional training programs, other?
 - A. Traditional route (including Praxis Exams I & II)
 - B. Alternative Route (ARTC) – for students with a bachelors degree in “critical needs” (teacher shortage) subject areas (MUSIC is included in this list in Delaware) (Plus Praxis Exams)
2. What is the typical time investment for each program type? 4yr, 5yr, 4+1, 4+2, other?

Traditional – 4-year

Alternative – bachelors degree in subject area (4-year) plus 12-18 months (200 hours) of educational preparation in a “state approved program.”

This is done on-the-job (internship).

3. Who runs the program? University, state agency, school district, private company, other?

Both are university based. However, the ARTC may only be done at the University of Delaware in Newark or Georgetown.

4. Program leads to: Bachelors, Bach/cert, Masters, Mast/cert, Cert only, other?

Traditional – Bachelors

ARTC – License/certification only

5. Who confers license and/or certification? State, city, local district, other?

State

6. Is professional status identified by certification or licensure?

Both – see item #7 below

7. Identify the type(s) of licenses/certifications offered: Professional, provisional, conditional, alternative, temporary, other?

Initial License (3-year non-renewable)

Continuing License (5-year renewable. Must have successfully completed Initial License term of 3-years. Renewable with 90 clock hours of continuing education)

Advanced License (10-year renewable. Requires NBPTS certification)

Standard Certificate (basically a certification in a specialized field – such as music – and may be held in conjunction with the 3 license types above)

Emergency Certificate (similar to the standard certificate, but where the teacher is teaching “out of his area of specialization” at the request of a specific school district’s needs)

8. What categories are identified in credentialing? K-12, PK-12; K-4, 5-8, 9-12, others?; All areas, general, instrumental (band or orch?), choral, others?

I was unable to find this specification. However, since Music is listed as a specific shortage area, I would assume K-12.

9. Briefly describe internship, field-work, or any other direct teaching experiences required.

Traditional – the usual observations and student teaching

ARTC – mentored internship in lieu of student teaching

10. Describe key features of programs that differ significantly from those typically accredited through NASM, NCATE or TEAC.

The only variation here is with the ARTC which allows an individual to begin teaching in his undergraduate degree field in an internship program while attending education classes.

FLORIDA

1. What pathways are available? Traditional college programs, additional training programs, other?

- A. Traditional college program with the 3-part Florida Teacher Certification Examination (FTCE): Basic Skills, Professional Education, and Content Area
- B. Alternative Route – Bachelors degree in subject area – Temporary Certification while taking requisite education courses and the FTCE.
2. What is the typical time investment for each program type? 4yr, 5yr, 4+1, 4+2, other?
 - Traditional – 4-years
 - Alternate – Bachelors degree plus up to 3 years to complete exams and/or education courses.
 3. Who runs the program? University, state agency, school district, private company, other?
 - Traditional – University
 - Alternative – Can be EITHER university OR district-developed with state approval
 4. Program leads to: Bachelors, Bach/cert, Masters, Mast/cert, Cert only, other?
 - Traditional – Bachelors
 - Alternative – depending on the nature of the Temporary Certificate, it could be a bachelors degree, but usually only certification.
 5. Who confers license and/or certification? State, city, local district, other?
 - State
 6. Is professional status identified by certification or licensure?
 - Certification
 7. Identify the type(s) of licenses/certifications offered: Professional, provisional, conditional, alternative, temporary, other?
 - Florida Professional Teacher Certificate (5-year renewable)
 - Florida Temporary Teacher Certificate (for: a. teachers who have not passed all three parts of the FTCE; b. students who are near completion of an approved certification program and locate employment in a shortage area; or c. students with a bachelors degree in a field, but have not completed education courses – valid for up to three years)
 8. What categories are identified in credentialing? K-12, PK-12; K-4, 5-8, 9-12, others?; All areas, general, instrumental (band or orch?), choral, others?
 - Music K-12
 9. Briefly describe internship, field-work, or any other direct teaching experiences required.
 - Traditional – standard observations and student teaching.
 - Alternative – internship in lieu of student teaching
 10. Describe key features of programs that differ significantly from those typically accredited through NASM, NCATE or TEAC.
 - Teaching (Temporary Certification) is allowed prior to actual completion of a state-approved program.

<p><i>State</i></p>	<p><i>What pathways are available?</i></p> <p><i>Traditional college programs, additional training programs, other?</i></p>	<p><i>What is the typical time investment for each program type?</i></p> <p><i>4yr, 5yr, 4+1, 4+2, other?</i></p>	<p><i>Who runs the program?</i></p> <p><i>University, state agency, school district, private company, other?</i></p>	<p><i>Program leads to:</i></p> <p><i>Bachelors, Bach/cert, Masters, Mast/cert, Cert only, other?</i></p>	<p><i>Who confers license and/or certification?</i></p> <p><i>State, city, local district, other?</i></p>	<p><i>Is professional status identified by certification or Licensure?</i></p>	<p><i>Identify the type(s) of licenses/certifications offered:</i></p> <p><i>Professional, provisional, conditional, alternative, temporary, other?</i></p>	<p><i>What categories are identified in credentialing?</i></p> <p><i>K-12, PK-12; K-4, 5-8, 9-12, others?; All areas, general, instrumental (band or orch?), choral, others?</i></p>	<p><i>Briefly describe internship, field work, or any other direct teaching experiences required.</i></p>	<p>Describe key features of programs that differ significantly from those typically accredited through NASM, NCATE or TEAC.</p>
<p>ME</p>	<p>a) Traditional College Program b) Conditional Certificate c) Troops to Teachers</p>	<p>a) 4 years b) 1 year c) Indeterminate</p>	<p>a) University b) State c) State</p>	<p>a) Bachelors/ Cert b) Cert c) Cert</p>	<p>State</p>	<p>Certification</p>	<p>Conditional (1 year), Targeted Needs (valid for 1 year for those in a shortage area and not eligible for another certificate), Transitional Endorsement (valid for ? (not published) for those who do not currently</p>	<p>K-12 Music Endorsement</p>	<p>ME</p>	<p>a) Traditional College Program b) Conditional Certificate c) Troops to Teachers</p>

							<p>meet the requirements of a regular endorsement),</p> <p>Provisional, (valid for 2 years for those who completed a teacher ed program)</p> <p>Professional (valid for 5 years to those who completed a teacher ed program),</p> <p>Endorsement (for specific areas)</p>			
MD	<p>a) traditional college program</p> <p>b) Alternative Preparation program/ Resident Teacher Program</p>	<p>a) 4 years</p> <p>b) 2 years</p>	<p>a) University</p> <p>b) Resident preparation program</p>	<p>a) Bachelors/ cert</p> <p>b) Masters/ Resident Cert</p>	<p>a) State</p> <p>b) District/ State</p>	<p>Certification</p>	<p>Professional Eligibility Certificate (5Years and not employed in MD),</p> <p>Standard Professional Certificate I (5 years, employed in</p>	<p>Pre K-12 Music Certification</p>	<p>MD</p>	<p>a) traditional college program</p> <p>b) Alternative Preparation program/ Resident Teacher Program</p>

							<p>MD)</p> <p>Standard Professional II (same as SPC I, but with 3 years of teaching experience and a plan for the Advanced Professional Certificate)</p> <p>Advanced Professional (valid for 5 years: requires 3 years of teaching experience, 36 graduate credits/ Master's degree,</p> <p>Resident Teacher Certificate (valid for 2 years: issued to someone who is enrolled in an alternative teacher preparation</p>			
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							program), Conditional Certificate (Valid for 2 years. Must be requested by a superintendent for someone who does not currently meet certification requirements)			
MA	<p>a) Completion of traditional teacher education program.</p> <p>b) Post-Baccalaureate Teacher of Record</p> <p>c) Post-baccalaureate Program</p>	<p>a) 4 years</p> <p>b) Up to 5 years</p> <p>c) At least 2 semesters of coursework</p> <p>d) indeterminate</p>	<p>a) State licensing agency oversees the program</p> <p>b) Local school district</p> <p>c) University</p>	<p>a) Bachelors</p> <p>b) Initial Certificate</p> <p>c) Professional Licensure; some lead to Master's</p> <p>d) coursework completed</p>	<p>a) State</p> <p>b) State</p> <p>c) State</p>	Licensure	<p>Preliminary, (Valid for 5 years, for those who have not completed teacher ed program)</p> <p>Temporary (Valid 1 year for experienced teachers from another state)</p> <p>Initial (Valid for 5 Years),</p>	PreK-12 Music (Vocal/ Instrumental/ General)	MA	<p>a) Completion of traditional teacher education program.</p> <p>b) Post-Baccalaureate Teacher of Record</p> <p>c) Post-baccalaureate Program</p>

	d) Post-baccalaureate - Apprenticeship		d) Local districts partnered with university to provide field-based training, mentoring	within district, Initial License	d) State		Professional (Valid for 5 years: requires Initial Cert plus 3 years of employment and finishing of a teacher induction program) Relicensure			d) Post-baccalaureate - Apprenticeship
MI	a) Completion of teacher education program b) Teacher permits c) Troops to Teachers	a) 4 years b) 1 year c) Indeterminate,	a) University b) School district c) State	a) Bachelor/cert b) Nonlicensed teacher – allows for completion of requirements c) Full Professional Certification in MI	a) State b) State c) State	Certification	Provisional (valid up to 6 years) Professional Education Certificate (valid up to 5 years, requires provisional plus 3 years of teaching and 18 credits) – renewed by completing reading course and 6 hours at state-approved institution	K-12 Music	MI	a) Completion of teacher education program b) Teacher permits c) Troops to Teachers

MN	a) completion of teacher education program	a) 4 years	a) University	a) Bachelors, Cert	a) State	Licensure	Professional License (valid for 5 years) Entrance License (valid for 2 years) Temporary limited license (valid for 1 year) Nonrenewable License (valid for up to 3 years) Limited intern license (valid for 1 year) Substitute License (3 Levels: 2 year, 5 year, and lifetime)	Instrumental and Classroom Music K-12	MN	a) completion of teacher education program
MO	Temporary authorization with BA in content area with job and complete program	Traditional alternative 3 years Provisional, 2 years ABCTE – self-paced	Universities, and the private company	Bachelor's plus certification; no master's required in MO	University/company recommends to State which issues certificate	certificate	Professional, provisional, temporary	K-12 music, choral/instrumental/or both	If student is already teaching, no separate student teaching is required. ABCTE	University-based program accredited by NCATE/NAISM. Not sure about

	<p>coursework while teaching. ABCTE American Board for Certification of Teacher Excellence – national company that provides certification work. BA in anything must be complete to enter the program. Self-paced on line program. Pass their test and they issue the certificate. Provisional certificate – within 12 hours of program completion can accept position.</p>								<p>requires 60 hours of field experience, no student teaching They report 23 people in this program.</p>	<p>ABCTE but it's online and test-based.</p>
MT	<p>Very few options available. There is one on-line</p>	<p>The on-line program estimates 2-3 years, depending</p>	<p>Run through universities</p>	<p>Bachelor's with certification No programs at</p>	<p>State upon recommendation of university</p>	<p>Licensure</p>	<p>Professional : Master's plus min 3 years teaching,</p>	<p>K-12 music</p>	<p>A student teaching experience is required but in the</p>	<p>Accredited by NCATE and NWACS The on-line</p>

	<p>program through MSU Bozeman. Requires 40 semester credits in single subject coursework and then the teacher prep work is required. If they want more than 1 area, 30 hours in one and 20 in the other. Minimum 16 semester hours in education plus student teaching. There is also a more traditional alternative licensure with a Class 5 alternative License which is temporary for 3 years and non-renewable. They must</p>	<p>on how much coursework remains. The Class 5 also has no minimum, but the coursework and student teaching must be completed within the 3 year term of the temporary license and the applicant must have a teaching job in their subject.</p>		<p>master's level</p>			<p>Class 2, BA + teacher prep Temporary</p>		<p>alternative setting, it takes the form of mentored teaching where the student holds a job and receives on-the-job training and supervision</p>	<p>program would probably be the more unique aspect</p>
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	hold a BA in the subject, 30 hours min coursework, plus 6 hours in education coursework before the license will be issued. A plan of study to complete the remaining coursework must be submitted with the application.									
NE	Two pathways that are very similar. Transition to teaching requires a completed BA and 75% of the requirements met in the content area and hold a job. The remaining coursework is completed on line and candidate	They do not track this. The maximum is 5 years for the transitional program but there is no limit for the provisional commitment .	Universities operate these programs	Leads to certification. Some opt to add a second bachelor's degree	Universities recommend, state issues certificate	Certificate	Provisional (out of state or other deficiency, but eligible for a certificate someplace) Initial, Standard (2 years teaching, can renew forever), Professional (MA in content area, 2 years teaching)	K-8 vocal, 7-12 vocal, K-8 instrumental , 7-12 instrumental . May hold endorsements	College determined practicum, but this is required for certification	University-based, so is NCATE. The online feature might be the only thing.

	<p>can renew this certificate as long as they take a minimum of 6 hours per year. Maximum time is 5 years. The other option is a provisional commitment certificate – also BA complete and 75% of content requirements met but the student will complete a full teacher training program. There is no time limit. Both programs require the person to have a teaching job.</p>									
OH	Traditional college programs, Alternative Educator	Alternative Educator License requires course work	State	Alternative educator licensure	State	Licensure	Alternative educator License. Five years of extensive	There is a graph (see separate attachment). Two	Requires a methods course that must include a supervised	

	License	to be completed within five years. Must complete a major (30 hrs. or the equivalent) in subject area with a minimum GPA of 2.5					work experience may be substituted for the academic major. Also Requires 3 hrs of course work in adolescent development and a 3 credit methods course.	licenses: Music and Music 7-12. 8 subject areas identified: Music K-8, General Music, Music Theory, Vocal/Choral Music, Instrumental Music, Music Appreciation, AP Music Theory and Other Music Courses.	field placement.	
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Ohio summary table on next page

Subject Area - Music

Subject Area	Subject Definition	Suggested Subj Area for Credit	Certificate Type	Certificate Code	Certificate Grade Levels	License Type	License Code	License Grade Levels
Music (K-8) 122000	Organized study of the elements and styles of music and the historical, cultural and societal context of music designed for all pupils in grades K-8.	N/A	EL - Elementary (1-8)		1 - 8	AD - Adolescence to Young Adult	120010-Music 7-12	7 - 12
			EL - Elementary (1-8)	180105-Kindergarten-Primary	K - 8	EC - Early Childhood (PS-3)		P - 3
			EL - Elementary (1-8)	180106-Kindergarten-Elementary	K - 8	MA - Multi-Age	120050-Music	P - 12
			EL - Elementary (1-8)	180195-Music-Elem	K - 8			
			HS - High School (7-12)	180195-Music-Elem	K - 12			
			KE - Kindergarten-Elementary (K-8)		K - 8			
			KE - Kindergarten-Elementary (K-8)	180195-Music-Elem	K - 8			
			KP - Kindergarten-Primary (K-3)		K - 3			
			KP - Kindergarten-Primary (K-3)	180100-Elementary	K - 8			
			KP - Kindergarten-Primary (K-3)	180106-Kindergarten-Elementary	K - 8			
			KP - Kindergarten-Primary (K-3)	180195-Music-Elem	K - 8			
			SP - Special (K-12)	120050-Music	K - 12			
			General Music 120000	Organized subject matter and musical experiences consisting of an extensive and varied study of music designed for all pupils in grades K-12.	FAR	EL - Elementary (1-8)		1 - 8
EL - Elementary (1-8)	180106-Kindergarten-Elementary	K - 8				MA - Multi-Age	120050-Music	P - 12
EL - Elementary (1-8)	180195-Music-Elem	K - 8						
HS - High School (7-12)	120010-Music 7-12	7 - 12						
HS - High School (7-12)	180195-Music-Elem	K - 12						
KE - Kindergarten-Elementary (K-8)		K - 8						
KE - Kindergarten-Elementary (K-8)	180195-Music-Elem	K - 8						
KP - Kindergarten-Primary (K-3)		K - 3						
KP - Kindergarten-Primary (K-3)	180100-Elementary	K - 8						
KP - Kindergarten-Primary (K-3)	180106-Kindergarten-Elementary	K - 8						
KP - Kindergarten-Primary (K-3)	180195-Music-Elem	K - 8						
SP - Special (K-12)	120050-Music	K - 12						
Music Theory 120300	The study of the principles of music, including rudiments, harmony, counterpoint, form and analysis, orchestration and skills such as sight singing, ear training, conducting and composing.	FAR				HS - High School (7-12)	120010-Music 7-12	7 - 12
			SP - Special (K-12)	120050-Music	K - 12	MA - Multi-Age	120050-Music	P - 12
Vocal/Choral Music 120400	Learning experiences designed for the study of vocal / choral repertoire and the development of vocal / choral skills through solo and ensemble performance.	FAR	HS - High School (7-12)	120010-Music 7-12	7 - 12	AD - Adolescence to Young Adult	120010-Music 7-12	7 - 12
			SP - Special (K-12)	120050-Music	K - 12	MA - Multi-Age	120050-Music	P - 12
Instrumental Music 120500	Learning experiences designed for the study of instrumental repertoire and the development of instrumental skills through solo and ensemble performance.	FAR	HS - High School (7-12)	120010-Music 7-12	7 - 12	AD - Adolescence to Young Adult	120010-Music 7-12	7 - 12
			SP - Special (K-12)	120050-Music	K - 12	MA - Multi-Age	120050-Music	P - 12
Music Appreciation 120800	Organized subject matter and learning experiences designed to further pupils' knowledge, comprehension, and appreciation of various types and styles of music.	FAR	HS - High School (7-12)	120010-Music 7-12	7 - 12	AD - Adolescence to Young Adult	120010-Music 7-12	7 - 12
			SP - Special (K-12)	120050-Music	K - 12	MA - Multi-Age	120050-Music	P - 12
AP Music Theory 129926	An advanced study of melody, harmony, texture, rhythm, form, musical analysis and composition. Follows the current Advanced Placement syllabus.	FAR	HS - High School (7-12)	120010-Music 7-12	7 - 12	AD - Adolescence to Young Adult	120010-Music 7-12	7 - 12
			SP - Special (K-12)	120050-Music	K - 12	MA - Multi-Age	120050-Music	P - 12
Other Music Course 129999	A music course that is given for high school credit toward graduation that is different in scope from any of the other SUBJECT CODES described above and which addresses important content (knowledge and skills) in the study of music.	FAR	HS - High School (7-12)	120010-Music 7-12	7 - 12	AD - Adolescence to Young Adult	120010-Music 7-12	7 - 12
			SP - Special (K-12)	120050-Music	K - 12	MA - Multi-Age	120050-Music	P - 12

OK	Traditional college programs, Oklahoma Alternative Placement Program	None specified. Must have baccalaureate degree.	Twenty-two schools in OK offer the Alternative Placement Program.	Licensure and certification.	After completing the Alternative Placement Program, candidates must apply to the Teacher Competency Review Panel and be interviewed	Licensure and certification.	Vocal/General Music and Instrumental/General Music.	PK-12	Variable- “It is possible that subject related work experience can be used to reduce the number of hours of professional education required in this program.”
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Oklahoma – additional info:

**COMPETENCIES FOR LICENSURE AND CERTIFICATION
INSTRUMENTAL/GENERAL MUSIC**

The candidate for licensure and certification:

- Understands the basic philosophy of music education and is able to justify music within the school curriculum.
- Understands how music and fine arts experiences enhance student life experience and can promote music and the other arts in the community as well as within the school (including group motivational strategies and group management methods).
- Participates in ongoing professional development which includes involvement with professional associations and current experiences in performing endeavors.
- Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence.
- Has mastery of a major instrument, including appropriate techniques of breathing, embouchure (mouth position), posture, and hand position.
- Has a broad understanding of music history, including various styles and musical

contributions of different cultural and ethnic groups.

- Has the ability to play an instrument(s) and teach a beginning instrumental music class, using current methods and quality music literature (collection of written music) for band, small ensemble, and solo.
- Is able to recognize and evaluate the sequential development of students, including those with disabilities.
- Has knowledge of where to locate printed musical resources and professional consultants.
- Has a working knowledge of how music integrates with all other academic disciplines, including other fine arts areas.
- Has the skill to collaborate and coordinate experiences with teachers of other academic disciplines, including other fine arts areas.
- Has competency in conducting techniques.
- Is able to teach basic fundamentals of embouchure (mouth position), hand position, technique and other related skills, of all the standard band and orchestra instruments at a basic Grade 6-8 level, including making a characteristic sound.
- Is able to sing a diatonic* melody at sight, using a consistent sight-singing method, and the skill to teach that method appropriately at each grade level.

***Diatonic:** relating to a musical scale having eight tones to the octave and using a fixed pattern of intervals without chromatic deviation.

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- Is able to count rhythms using a consistent rhythm reading system and demonstrates the skill to teach that method appropriately at each grade level.
- Has knowledge of music education approaches such as Carl Orff, Zoltar Kodaly and Jaques-Dalcroze and is able to prepare and teach a lesson according to each of these approaches.
- Has basic proficiency in piano, including a knowledge of keyboard harmony and is able to play functional progressions and simple accompaniments.
- Has the ability to use technology in the music classroom, such as basic knowledge of MIDI (musical instrument digital interface), sequencing and notational software programs, sound system set-up, and to make recordings.
- Understands basic laws of copyright pertaining to the correct use of copyrighted printed music and related responsibilities.
- Understands the competencies in Oklahoma's core curriculum in General Music and exhibits the skill to incorporate them into various instrumental music classes.

Representation of development committee: Oklahoma Music Education Association, music teachers of all levels, and university music education departments.

Sources:

- National Standards for Arts Education
 - Oklahoma's Core Curriculum Pursuant to O.S. § 11- 103.6 (a)
 - Professional Standards of the Music Educators National Conference
- Oklahoma State Department of Education 33 Instrumental/General Music
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**COMPETENCIES FOR LICENSURE AND CERTIFICATION
VOCAL/GENERAL MUSIC**

The candidate for licensure and certification:

- Understands the basic philosophy of music education and is able to justify music within the school curriculum.
- Understands how music and fine arts experiences enhance student life experience and can promote music and the other arts in the community as well as within the school (including group motivational strategies and group management methods).
- Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence.
- Understands proper breathing techniques and tone production techniques.
- Has a knowledge of quality literature (collection of written music), both choral and solo, as well as folk songs appropriate for children.
- Understands the changing voice, both male and female.
- Has knowledge of where to locate professional consultants and printed music resources, such as music stores, music publisher catalogues, and textbook companies.
- Has a working knowledge of how to coordinate vocal music with all academic disciplines including other fine arts areas.
- Has proficiency in piano, including knowledge of scales, chords and the ability to warm up a choir and play simple accompaniments.
- Participates in ongoing professional development which includes involvement with professional associations.
- Has the ability to recognize and evaluate sequential musical development for all students, including those with disabilities.
- Has competency in conducting, including the ability to show musical nuance (subtle distinction or variation).
- Is able to prepare a series of lesson plans appropriate to each teaching level K-12.

- Has the ability to sing a diatonic* melody at sight, using a consistent sight singing method and the skill to teach that method appropriately at each grade level.

OR	Traditional college programs, Specialty endorsements	None specified. Must have baccalaureate degree from a regionally accredited institution or approved foreign equivalent.	Teacher Standards and Practices Commission.	Specialty endorsement	State	Not specified.	“Teachers of the following specialty areas (Music, Art, Phys Ed, Reading, etc.) must qualify, through approved academic preparation in the desired authorization levels and through supervised work experience or student teaching, for authorization at any of the following two levels: Early childhood/Elementary, Elementary/Middle Level, Middle Level/High School”.	Early Childhood/Elementary. Elementary/Middle Level, Middle Level/High School.	
PA	Traditional college programs, PA Teacher Intern Certification Program	None specified. Must have a Baccalaureate degree in a field related to the area of certification requested, with a GPA of at least 3.0.	PA Teacher Intern Certification Program offered at 37 colleges and universities.	Intern Certificate	State	Certification	Intern certificate	K-12 Music Educator	Student teaching – candidate must receive satisfactory assessment
RI	In addition to traditional college programs, two types of certification offered in Special	No typical time frame mentioned. Candidate must already hold a Bachelor’s degree from an	State	Certification of Employment (CEE) or Professional Certification	State	Certification	Certification of Employment (CEE)- 3 yrs. Professional Certificate - 5 yrs.	No categories mentioned. 36 hrs. must include Music Theory, Music Composition, Conducting, History of Music, Applied Music, Large Ensemble	The student teaching requirement may be waived for an applicant who has had two or more

	Subjects: Music.	accredited or approved institution. Must complete 36 hours plus student teaching.							documented years of successful teaching experience in an approved special subjects setting. Certified teachers who have had two or more years of teaching experience may fulfill the student teaching requirement by completing a one year supervised internship.
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***Diatonic:** relating to a musical scale having eight tones to the octave and using a fixed pattern of intervals without chromatic deviation.

- Has the ability to count rhythms using a consistent rhythmic reading system and the skills to teach that method appropriately at each grade level.

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- Has knowledge of the music education approaches such as Carl Orff, Zoltar Kodaly and Jaques-Dalcroze and is able to prepare and teach a lesson according to each of these approaches.
- Has broad knowledge and understanding of music history including various styles, periods and cultures.
- Has broad knowledge and understanding of a variety of music and musical practices representative of different cultural and ethnic groups.
- Has the ability to use technology in the music classroom, such as basic knowledge of MIDI

(musical instrument digital interface), sequencing and notational software programs, sound system set-up, and to make recordings.

- Understands basic laws of copyright pertaining to the correct use of copyrighted printed music and related responsibilities.
- Understands the competencies in Oklahoma's core curriculum in General Music and exhibits the skill to incorporate them into various vocal music classes.

Representation of development committee: Oklahoma Music Association; Oklahoma Health, Physical Education, Recreation and Dance Association; Art Education Association; district fine arts coordinators; arts specialists, i.e., music (vocal, band and instrumental) art teachers; university music education departments and university art education departments

Sources:

- National Standards for Arts Education
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11 - 103.6 (a)
- Professional Standards of the Music Educators National Conference

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