



# TEACHING HISTORY IN PUBLIC SCHOOLS:

*An Analysis of State Requirements*

*By Robert Holland, David Inman, Kristen Nye Larson and Don Soifer*



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## EXECUTIVE SUMMARY

**A**merican students continue to demonstrate a pattern of alarmingly poor knowledge of their nation's history. Whether measured by the U.S. Department of Education or by private organizations, the results vary little and show no improvement over time.

While this disturbing trend is indicative of a wide range of factors, it certainly calls into question the extent to which those who teach history are prepared for the task by developing adequate knowledge in the subject themselves. This report examines the requirements across all 50 states for teaching high school at the secondary level. It includes a detailed appendix with descriptions of each state's requirements.

Among its findings:

- Rhode Island and Texas stand as examples of states where gaining specific content knowledge of history comprises a major part of requirements for certification to teach history.
- Currently, 14 states require candidates to pass state proficiency tests. Half of states require candidates to pass versions of the *Praxis II* tests developed by the Educational Testing Service. Many states, including Virginia, require teachers to pass the *Praxis II* in social studies content, of which only 15 to 20 percent is dedicated to knowledge of U.S. history, rather than the *Praxis II* that focuses entirely on U.S. and world history knowledge.
- Additionally, there are several states that set a low bar, including South Dakota, Tennessee, West Virginia, Mississippi and Colorado, which allow the lowest passing scores on *Praxis II* tests.

Another key problem is more than half of states do not clearly define the academics required to become a certified U.S. history teacher. Illinois represents a state with this problem. Without defined recommendations on the state level, universities have the autonomy to allow history certification to be an often all-encompassing social studies umbrella of expertise.

Details follow.

## TEACHING HISTORY IN PUBLIC SCHOOLS: AN ANALYSIS OF STATE REQUIREMENTS

Despite documented evidence of Americans' declining level of knowledge about their own nation's history, most states continue to give the study of U.S. history an extremely low priority in the certification of teachers for public schools.

A nationwide study a decade ago by researcher Sarah Drake Brown, now an assistant professor of history at Ball State University, found that no state teacher-certification authority required that would-be history teachers have earned majors in history.<sup>1</sup>

Today, few states give so much as lip service to the idea that a major in history earned in a serious university department of history ought to be a prerequisite to teaching history to high-school students. Too often, state certifiers allow an array of alternatives that do not demand study of American and world history in any real depth. The appendix to this report details, on a state-by-state basis, wide variations in coursework and rigor of testing required of prospective history teachers.

A major weakness in many states is that coursework and testing requirements are focused on credits and scores garnered in social studies rather than specific knowledge of U.S. history.

At best, social studies (or social sciences) is a big tent encompassing many disciplines – economics, geography, philosophy, religion, and even psychology and sociology – often with history receiving only periodic or incidental attention. At worst, it is what historian Sheldon Stern called a “miasma” of nebulous, or even anti-historical, content from which the legitimate discipline of history needs to be liberated.<sup>2</sup>

In a recent paper for the Pioneer Institute, authors Anders Lewis and Sandra Stotsky discuss how the growth of the social studies movement impacted the teaching of history:

The social studies movement, culminating in the establishment of the National Council for the Social Studies (NCSS) in 1921, sought an integrated curriculum from K-12 encompassing not only U.S. and world history but also sociology, anthropology, psychology, economics, geography, and U.S. government (often called “civics” education), in effect lessening the emphasis and time on U.S. history alone. It also stressed a participatory notion of citizenship, which many thought was more appropriate for the hundreds of thousands of new high school students required by compulsory attendance laws to stay in school until 16 and who were forbidden by child labor laws to work in a factory. A social studies curriculum that simply included the study of history (and not necessarily chronologically) became the dominant model in the elementary and middle school, leaving only the high school years for concentrated study of U.S. and world history.<sup>3</sup>

## SOCIAL STUDIES OR HISTORY?

In most of the United States, the study of history is typically lumped into a larger category of “Social Studies” (or “Social Sciences”). Proponents of social studies argue that focused instruction in areas of government, geography, and economics provide students with the skills necessary to live productively within a society. For example, the preamble to North Carolina’s K-12 Social Studies standards calls the subject of social studies “a coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.”<sup>4</sup>

To be certain, history as a stand-alone subject receives special attention within many states’ social studies curricula. In Tennessee, the 8th grade Social Studies standards specifically mention history (U.S. or Tennessee) at least 16 times.

But it is also a concern that broadly-defined Social Studies content dilutes the importance of history and, importantly, reduces the depth of content knowledge among those teaching history classes in public classrooms. There is little consensus to be found among different state requirements on this question.

Often, states rely on the broad Social Studies category when it comes to content standards for K-12 students, but require history teachers to pass tests specifically covering world and U.S. history content:

- Alabama’s teacher certification test covers World & U.S. history content -- the very cover of the state’s Course of Study in Social Studies wraps geography, economics, civics and government, and history into one large swath of “responsible citizenship.”<sup>5</sup>
- Virginia requires prospective social studies and history teachers to satisfy specific coursework requirements that provide various opportunities for the formal study of U.S., Virginia and world history, and to pass the *Praxis II* Social Studies Content Knowledge test, of which U.S. History and World History each make up only 20 percent.<sup>6</sup> High school students receiving an Advanced Studies diploma must complete courses that include U.S. and Virginia History, U.S. and Virginia Government, and at least two courses in world history, geography, or both.<sup>7</sup>

As this paper demonstrates, some proficiency in social studies (or social sciences) often is the primary requirement for being certified as a history teacher, with knowledge of history only a secondary consideration.

A look at both coursework and testing requirements for all states shows stark contrasts between states that demand little demonstration of knowledge by history teachers and those that have fairly substantial requirements.

New Jersey offers certification as a social studies teacher, but stipulates only a minimum of one course in American history. Even that bare minimum might not apply, given that instead of history “related courses may be accepted depending on the course description/content.” (Candidates are to provide a course description if the alternative course does not come from the History Department.) New Jersey also requires a passing score of 157 on the *Praxis II* Social Studies test, about the midpoint for passing scores nationally, on which only 20 percent of content is U.S. history. It appears possible that one could teach social studies in New Jersey while possessing precious little knowledge to impart to students about American history.

### Passing Scores by State *Praxis II*, World and U.S. History Content Knowledge

Nevada	152
Wisconsin	150
Iowa	147
Alabama	143
Alaska	141
Idaho	141
Tennessee	136
South Dakota	135

## Arizona and Illinois State Universities: Contrasting Examples

Of course, just because a state may require its high school history teaching candidates to take a certain amount of credit hours, or even to obtain a major in related content area, does not guarantee the specific content they will have studied or learned. In such instances, the ultimate decision for what amount of preparation is required is effectively relegated to the universities themselves. For two pertinent, yet contrasting examples of what this means for future teachers in terms of coursework, we will examine programs in leading universities in Arizona and Illinois, two states with coursework requirements.

Arizona State University’s Mary Lou Fulton Teacher’s College program for a Bachelor of Arts in Secondary Education (History) illustrates how that state’s requirements translate into actual content studied. Arizona’s history certification program requires an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit.

Clearly, of those courses designated “Critical Courses” on the sequence map, some, like “United States to 1865,” and “United States Since 1865,” ensure that undergraduate candidates will have had opportunities to formally study some of the history they will be called upon to teach.<sup>8</sup>

Beyond these two essential, foundational courses, the requirements for the study of history are:

Term 4 - 2 elective courses required from among those offered in the program's Upper Division U.S. History;

Term 5 - 1 course in Historical Inquiry required;

Term 7 - 1 additional elective Upper Division course in U.S. History.

Currently-listed upper division electives include a wide range of opportunities for scholarly pursuit within U.S. and world history, along with some less traditional choices, like *Sex and Society in Modern Europe* and *Sex and Society in Early Modern Europe*. If they choose, teaching candidates may be allowed to satisfy these coursework requirements by completing upper-level electives in other programs, like Music, Interior Design and Cinema Arts.

Meanwhile, candidates to teach high school history in Arizona matriculating in ASU's Teacher's College are required to complete a number of other classes focused on teaching and education theory. These include Orientation to Education of Exceptional Children, College Mathematics, Natural Science - Quantitative, Childhood and Adolescence, and Classroom Leadership in Secondary Schools.

In fact, while ASU Secondary Education (History) majors are required to complete just six courses directly related to history over their seven terms (the eighth term is reserved for student teaching), these are far outnumbered in requirements relating to pedagogy and education theory.

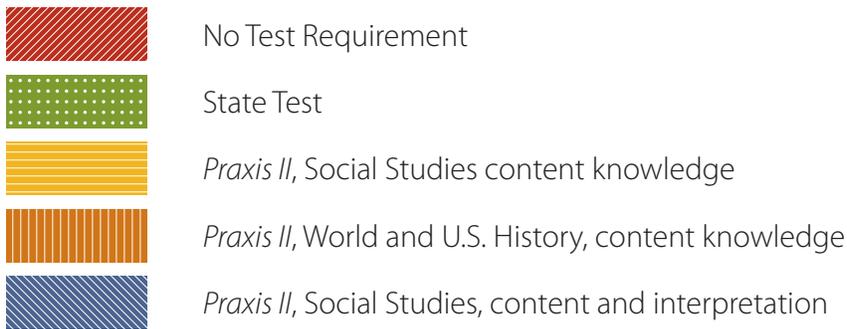
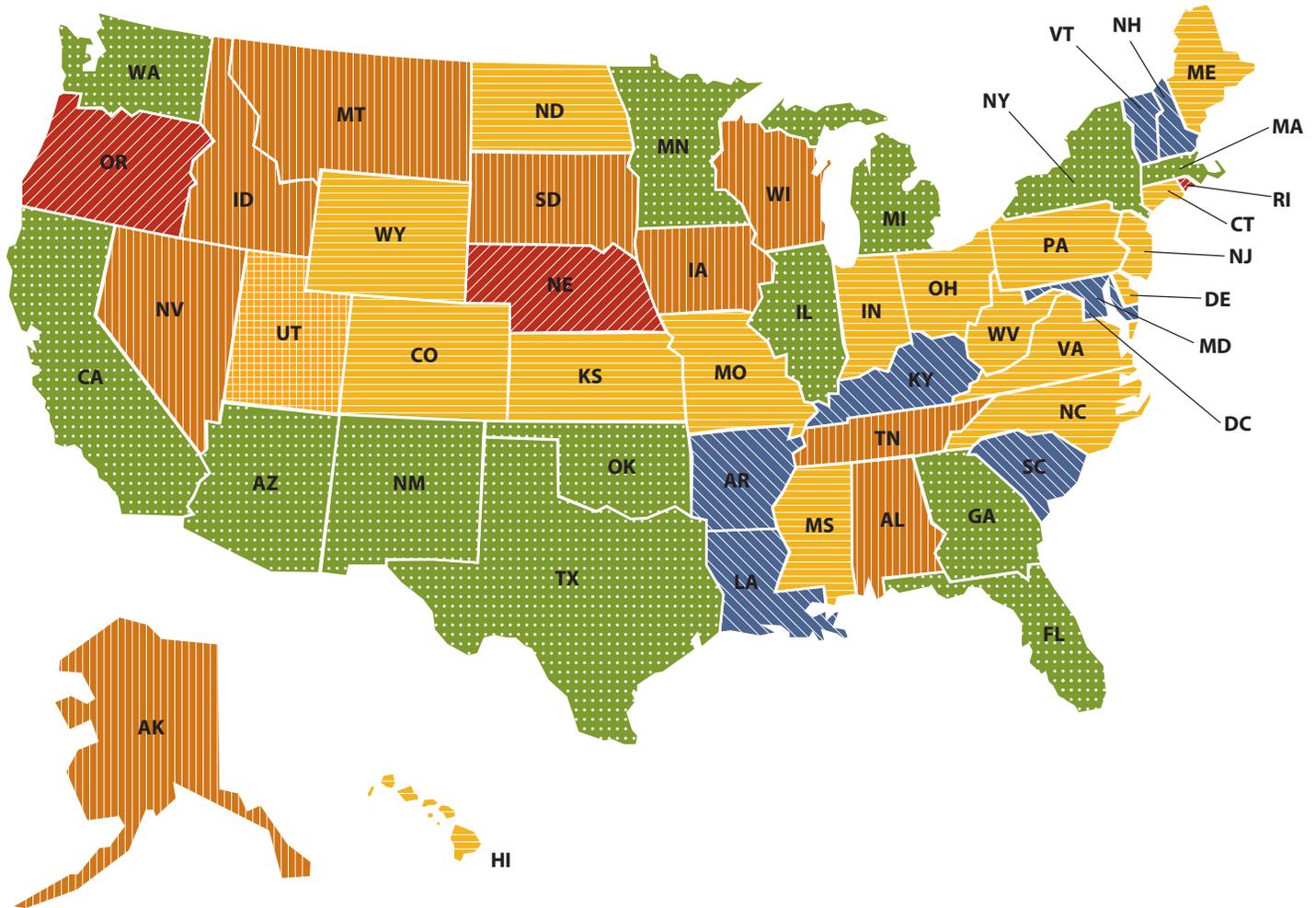
Meanwhile in Illinois, teachers of Secondary History/Social Science are required to have either a major in their content area, or 32 semester content-area hours completed; or complete 24 semester hours in content courses *and* pass the relevant state content area test.

An examination of requirements at the state's largest history-social sciences education program, at Illinois State University, shows that teaching candidates advancing through this program are exposed to substantially more formal study of history than their Arizona peers.

Illinois State University, in Normal, is the Prairie State's largest and oldest producer of teaching candidates annually.<sup>9</sup> A 2011 study by the National Council on Teacher Quality gave the program generally among the lowest grades in the state, with a rating for secondary undergraduate education generally noting "weak design," largely for reasons not directly related to the study of history.<sup>10</sup>

The program offers two undergraduate major sequences, a Bachelor of Arts in History and a Bachelor of Science in History.<sup>11</sup> Students in either sequence are history majors, and

## TESTING REQUIREMENTS FOR TEACHING HISTORY



must meet all requirements as such. This includes two special methods courses specifically for teaching history and social sciences, a dedicated course in instructional techniques for historians, and also complete economics, politics and government, geography, sociology and anthropology classes.<sup>12</sup>

## **VARIED APPROACHES, MURKY REQUIREMENTS**

Although it has shown some improvements over the past decade, Illinois' requirements for the study of specific history content remain less than rigorous. The state offers a "social sciences" endorsement for which candidates for teaching history in middle school must complete 18 hours of courses in the social sciences, with not a single history course being required. For high-school teachers there is a "social sciences-history" endorsement that mandates 32 hours in social sciences, of which only 12 must be in history.

In addition to tests of basic skills and pedagogy, Illinois history teachers must pass a content-specific test consisting of 125 multiple-choice questions. After Social Science Foundations, the rest of the test is focused more on "trends," "turning points," and "influential individuals and groups" in U.S. history than on the foundation of the American Republic. Within the test, Social Science Foundations pursues seven objectives, while "Historical Concepts and World History" has only three. As the test is constructed, it could be possible for a candidate teacher to answer zero questions correctly within a history section and still pass the overall test.

California, meanwhile, is a state with a seemingly intricate certification system of Preliminary (5-year) Credentials, Clear (permanent) Credentials, and specially designed tests for teacher credentialing – yet, again, little history content.

For secondary licensure, California has a Single Subject Credential that would seem applicable to a candidate who wished to teach a class in a specific subject, such as U.S. history. However, California offers no history-specific credential; instead, history is covered under the broad umbrella of social sciences. While deeming history not worthy of a single subject credential, the Golden State does offer such credentialing for the likes of biological sciences and geosciences.

California's test for single-subject credentialing, the CSET, relegates U.S. history to just part of one of three subtests, with other subjects being world history, geography, civics, economics, and California history. In sum, none of the credentials available to teachers in California require specific coursework in U.S. history. However, on a positive note, the state does require teachers to demonstrate a basic understanding of the U.S. Constitution in order to obtain any credential, even as an intern.

Virginia is an example of a state that does break from the social studies mold to some extent by requiring specific coursework in history. For instance, its paths for licensure as a secondary-school teacher are as follows:

- (1) Graduation from an approved teacher preparation program in history and social sciences;
- (2) Completed coursework totaling at least 51 credits in the following disciplines:
  - History: a major in history or at least 18 credits in history, including coursework in American history, Virginia history and world history.
  - Political science: a major in political science or at least 18 credits in political science, including coursework in American government.
  - Geography: 9 credits.
  - Economics: 6 credits.

**Passing Scores by State  
Praxis II, Social Studies  
Content Knowledge  
(U.S. History – 20%)**

Connecticut	162
Virginia	161
Kansas	158
North Carolina	158
Wyoming	158
Delaware	157
Maine	157
New Jersey	157
Ohio	157
Pennsylvania	157
Indiana	156
Hawaii	154
North Dakota	153
Missouri	152
Mississippi	150
Colorado	150
West Virginia	148

### Content Standards for K-12 Students

With respect to K-12 student academic standards, a division exists between states that lump history into social studies (or social sciences) and those that give history more stand-alone attention. It stands to reason that states gearing their standards to social studies will be watering down the importance of history in teacher certification.

For instance, North Carolina integrates all social studies and history standards through Grade 8, and then separates standards into world history, American history I and II, civics, and economics. The preamble to the Tar Heel State's Social Studies Standards terms the subject of social studies "a coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology" – quite a range of subject matter.

As with its teacher credentialing, Virginia is a state that throws more of a spotlight on history as a distinct discipline within its standards. For example,

students seeking an Advanced Studies diploma must complete courses in U.S. and Virginia history and U.S. and Virginia government, as well as world history and geography. However, rather than requiring history teachers to take the *Praxis* test of historical content knowledge, Virginia opts for the *Praxis* Social Studies Content Knowledge exam, only 20 percent of which tests one's knowledge of history.

## History Testing Requirements for Teachers

The widely used *Praxis* tests, developed by the Educational Testing Service for use in teacher-college admission or state teacher licensing, turn out to be another major dividing line between emphasis on social studies or on history. *Praxis I* tests measure basic literacy skills. *Praxis II* tests, more than 130 of them, measure knowledge of specific subjects taught in school.

It is a testament to the grip of social-studies ideology on public education that so many state teaching-licensing agencies choose to use the *Praxis II* in social studies content rather than the *Praxis II* in U.S. and world history knowledge. That is true even in some states, such as Virginia, that emphasize history as a stand-alone subject in required coursework.

Typically, only about 15 to 20 percent of the content of the *Praxis II* social studies test is devoted to knowledge of U.S. history. By contrast, approximately 50 percent of questions on the *Praxis II* test of world and U.S. history knowledge are on U.S. history.

As the appendix to this report demonstrates, more than two-thirds of states that use the *Praxis II* content tests for teachers have chosen the social studies version over the history exam. Perhaps they choose social studies as the best match for the curricula being offered in the state's public school systems. In any event, this is further indication of the low priority that historical content has in many school systems.

The study guide for the *Praxis II* test of World and U.S. History: Content Knowledge shows a demand for some depth of knowledge. For instance, under "Major political developments in the United States from the 1790s until the Civil War," test-takers are expected to demonstrate:

- Understanding of the political development of the United States from the 1790s until the Civil War (e.g., inception and growth of political parties, decisions of the Marshall Court, Jacksonian democracy).
- Understanding of foreign policy issues in the United States from the 1790s until the Civil War (e.g., the War of 1812, Monroe Doctrine, Mexican-American War).

By contrast, the guide for the *Praxis II* Social Studies: Content Knowledge is far more general in its limited U.S. history section, with guidelines such as:

- Understands the relationships among industrialization, urbanization, and immigration in the late nineteenth and early twentieth centuries.
- Understands the political, economic, social, and cultural developments from the Progressive Era through the New Deal.

It should be noted that even among states that require teaching candidates to pass identical tests, there can be significant differences in the required passing rate from one state to the next. For example, in Tennessee a prospective teacher must score at least 136 on the *Praxis II* exam for World and U.S. History, while Iowa requires a score of 147, Wisconsin 150 points, and Utah requires a passing score of 156.

Among those states requiring candidates to pass the *Praxis II* exam for social studies, of which 20 percent of content is in U.S. history, a best-in-the-nation score of 162 is required in Connecticut, 161 is required to pass in Virginia, while among other states, Kansas requires 158, Ohio and Pennsylvania require 157 points, South Carolina requires 153 points, and West Virginia only 148.

### **Honor Roll: Rhode Island and Texas**

There are still at least a handful of states that honor history as an indispensable subject for those who would teach history in public school. Rhode Island is a sterling example.

Although it issues a certificate in Secondary Grades Social Studies as part of a year-old certification reform, Rhode Island clearly values history as a part of necessary preparation. An applicant must have completed at least 18 hours of coursework in *each* of these important areas: U.S. History, History of Western Civilization, European History, and Non-Western History. A required 12 semester-hours in Social Sciences can be divided among Anthropology, Economics, Geography, Political Science, and Sociology.

In addition to mandating substantial student teaching and demonstrations of professional competencies, Rhode Island regulations stipulate a “Major or Equivalent in the content area or a closely related field with an emphasis on History.” Rhode Island perhaps comes closest of all the states to stipulating that history teachers be prepared with formal study in each of the major areas they should be expected to teach their students. Rhode Island does not require candidates to pass a written test.

Texas, where institutions of higher learning do not offer a degree in professional education, is another state of interest. Instead of pursuing a degree in education, a future teacher must complete an academic major along with educator-preparation courses. Those wishing to teach history must graduate with an approved certification in history (grades 8-12) from an accredited university program, and in addition must pass certification exams for the subject and grade levels they wish to teach. Separate secondary school teaching certificates are offered for social studies and history.

## CONCLUDING THOUGHTS AND RECOMMENDATIONS

An important part of being a good citizen is understanding the basics of your own nation's history.

The good news is that most Americans (90 percent) agree with that perspective, according to a survey the American Revolution Center published in 2009.<sup>13</sup>

The bad news is that most Americans seem to know far less of the fundamentals of history than they think they do. Before taking a simple test of their knowledge of the American Revolution, only 3 percent estimated their understanding at a grade of "F". But 83 percent of them wound up failing the test.

Such poor results are sadly part of a persistent pattern. On the 2010 National Assessment of Educational Progress in U.S. History, less than one-fourth of students scored at or above the established level of proficiency.<sup>14</sup>

While cultural change may explain in part the well-documented decline in general knowledge of history, public schools' de-emphasis of history as an academic discipline has to bear a large share of responsibility.

This report shows that a majority of states do not place much of a priority at all on requiring even teachers of high-school history to know much U.S. history before being certified. Indeed, almost half the states have no history education requirement beyond fulfilling "certified programs" that can vary greatly in scope and rigor depending on the higher education institution. Even in those states where certification agencies have expressed the most specific, pertinent requirements for secondary teachers to have majored in history or at least matriculated with required study of content areas, it is widely left to universities to determine the appropriate level of rigor for such training.

Paradoxically, some of these same states ask more history mastery of their students via academic standards than they require of teachers when they are being credentialed to teach history.

The impact of these requirements will, of course, vary widely within each state. For wealthier school districts, the fact that a state maintains minimal requirements for history teaching may make little difference. They have the money to hire a Ph.D. to teach history should they choose. Those hurt by the low teacher standards are the neediest districts, which have to scramble to fill teaching positions. And of course those hurt the most are the students who thereby are deprived of teachers who can impart the basics of their nation's history.

Requirements vary greatly among the states. Several states do require fairly extensive coursework in history and a passing score on *Praxis* or state tests in order to be licensed as

a history teacher. However, the bigger picture shows most states with a combination of generally undemanding requirements.

Many tuck history into the multidisciplinary subject known as “social studies” and give historical knowledge short shrift. More than two-thirds of states that use one of the *Praxis II* content-knowledge tests for credentialing teachers choose the *Praxis* test of social-studies content rather than *Praxis* test of world and U.S. history knowledge.

The difference between the two is striking: The social studies test typically has only 15 to 20 percent of its content devoted to history, while the history test is equally divided between U.S. and world history.

One important policy recommendation is that states either use the *Praxis II* World and U.S. History test, the *Praxis* test with the highest amount of U.S. history test content, or develop their own rigorous tests of historical knowledge that prospective high school teachers must pass. States could share the costs by forming consortia to prepare a history test they could share, if they can reach agreement on which content standards the tests should measure mastery against.

It would also be useful for states to upgrade their data systems, to permit them to measure the effectiveness of teacher preparation programs according to candidates’ performance on certification tests. Such scores should be made public, so that prospective teachers or school districts seeking to hire candidates could benefit from the perspective they could provide.

Alternately, a recommendation made by The National Council on Teacher Quality in its 2011 analysis of state teacher preparation systems would also merit consideration, “We recommend that the state require a major in at least one of the sciences or social sciences to be taught (or a related social science) and a passing score on a stand-alone test that measures knowledge of each subject intended to be taught.”<sup>22</sup>

To raise public awareness of the problem, it would be very helpful if the nonpartisan National Assessment of Educational Progress would release the results of its occasional samplings of student knowledge of history on a state-by-state basis. That would enable citizens to discern possible links between low credentialing standards and low levels of student knowledge of history.

If states are going to outsource teacher preparation to colleges and universities or other “approved programs,” they should take more responsibility to ensure that these programs are requiring serious coursework in U.S. history rather than just letting history be a minor component of social studies.

Given the ability of states to learn from each other in the “laboratory of democracy” made possible by federalism and Constitutionally-protected local control, local and state policy-

## PATHS TO ALTERNATIVE CERTIFICATION

Many states have established alternative paths to certification that would enable candidates to teach history at the secondary level. Such alternative tracks often prove valuable for their ability to attract talented candidates who bring a passion for the subject matter they teach, and often considerable professional experience outside of the classroom. Alternative certification also appeals to those who want to teach but see questionable value in the pedagogical requirements, and often ideologically-driven content, common at many traditional schools of education.

But the details of each state's licensing structure is crucial toward ensuring that candidates certified along these alternative paths, "possess both the content and the methods and skills of the discipline," as Ball State University History Professor Sarah Drake Brown describes it. "Effective teachers must possess knowledge of both."<sup>15</sup>

While there are educational benefits to alternative certification programs, such as Troops to Teachers, it is just as necessary that these candidates demonstrate deep knowledge and understanding of history, whether by academic study, or passing an established content knowledge test, or both.

Some examples of these programs include:

Indiana's state board of education in 2012 approved a new process known as Rules for Educator Preparation and Accountability (REPA II), through which a candidate with both a four-year college degree and a 3.0 grade point average must demonstrate proficiency on the *Praxis II* exam. To renew this certification, teachers must be rated "effective" or "highly effective" in three of their first five years of teaching.<sup>16</sup>

California offers multiple routes to a valid teacher licensure, primarily through their two-step process to provide a five-year Preliminary Credential, which can then be transitioned to a permanent Clear Credential (upon successful completion of additional "induction" requirements). The preliminary credential for teaching high school history would require a bachelor's degree; passing the California Subject Examination Test; and completing two semesters studying, "the provisions and principles of the U.S. Constitution," or passing an exam on same.<sup>17</sup>

Illinois offers several routes to teacher licensure<sup>18</sup>, through approved university programs, alternative certification programs like The New Teacher Project<sup>19</sup>, and reciprocity for holders of teaching licenses from other states. At the senior high school level, endorsements are available in a variety of social science disciplines, including history. The social science-history endorsement requires a total of 32 semester hours in social sciences, of which 12 must be in history, and the rest from at least two other disciplines in the social sciences<sup>20</sup>. This endorsement also requires a satisfactory score on the state's "Social Science - History (114)" content knowledge exam. Social science can also be added to an existing endorsement. As of February, 2012, an additional endorsement in senior high school social sciences must either complete 12 hours of coursework and pass the corresponding content exam or have a major in the content area.<sup>21</sup>

makers should look at states that have solid standards for becoming a history teacher. They could start with Rhode Island, which has extensive academic requirements and clearly values history as an essential component of teacher preparation.

Ultimately, it will be up to parents and taxpayers to let their local and state school boards and elected representatives know that they want history to be taught fully and competently again in their schools. To be advocates, they need information. This report is the latest effort of the Lexington Institute to provide it to them.

Lawmakers and state boards of education should also consider requiring students to pass competency exams in basic facts, principles and developments in U.S. history. Massachusetts developed such a test and had planned to implement it in 2009, but the initiative was ultimately abandoned. Lewis and Stotsky in their 2003 Pioneer Institute analysis recommended reinstating the Massachusetts state exam, with revisions, "To focus more clearly on our basic principles and institutions, as well as on documents that are reflective of our core values."<sup>23</sup> Such a recommendation would be sensible for more states to consider as well.

## ENDNOTES

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# CERTIFICATION REQUIREMENTS FOR U.S. HIGH SCHOOL HISTORY TEACHERS

## STATE-BY-STATE SUMMARY

### ALABAMA

**Coursework:** Candidates are required to complete a bachelor's degree program at a reputable, accredited institution.

**Testing:** Teachers should take the required exams, including the Alabama Prospective Teacher Testing Program (APTTP) and *Praxis* in their specialized subject area. The Alabama Department of Education has links to exam requirement information on its website. Educators must earn a passing grade on all exams to be considered for a teaching certificate.

**Additional Teaching Field Approach/Certification Based on Test (CBT):** An individual who: (1) holds a valid Alabama certificate in a teaching field, (2) verifies appropriate experience, and (3) passes the appropriate Alabama *Praxis II* subject assessment may seek additional certification in selected teaching fields.

*Praxis II* Test: World & U.S. History – Content Knowledge

**Alabama State-approved Program Approach:** An individual may complete a State-approved teacher education program with an Alabama institution of higher education. The institution's certification officer in the college of education can provide information regarding program requirements and the application/recommendation procedures upon program completion.

**Alternative Baccalaureate-Level Certificate Approach:** This is an alternative approach to Alabama professional certification. A certificate may be requested in certain teaching fields for an individual who has met requirements of the APTTP and has earned at least a bachelor's degree with an overall grade point average (GPA) of at least 2.5 on a 4.0 scale, from a senior institution that was regionally accredited at the time the degree was earned. The required GPA must be the official overall GPA as defined by the degree-granting institution and as posted on the official transcript of the degree-granting institution.

## ALASKA

**Coursework:** Alaska does not have any undergraduate credit hour requirements.

The state of Alaska requires educators to take a state approved course in Alaska Studies and one in Multicultural/Cross-Cultural Communication. Alaska also requires teachers to meet basic competency exam requirement for certification. They must have passing scores from all sections (reading, writing and mathematics) of ONE of the approved exams. Scores from sections of different exams may not be combined to form a set of passing scores.

**Testing:** History teachers must meet a qualifying score of 141 on the *Praxis II* World and U.S. History: Content Knowledge test.

**Alternative Certification:** Alaska Transition to Teaching: The Alaska Transition to Teaching (AKT2) program is a comprehensive effort to develop a statewide alternative route to teacher certification. AKT2 is currently recruiting individuals such as recent college graduates, highly qualified mid-career professionals, paraprofessionals with a bachelor's degree, and current and retired military personnel. This teacher certification program will prepare candidates that are accepted into the program to become teachers for Alaska's high-needs schools, in areas and subjects with teacher shortages.

AKT2 distinguishes itself from traditional certification programs by offering selected candidates the opportunity to find employment as a secondary teacher in a rural setting and earn a salary after completing an online facilitated independent study pre-service course in the spring and a four-week summer field experience and cultural workshop.

**AKT2 candidate eligibility:**

- Hold a bachelor's degree from a regionally accredited University in an endorsable area with a minimum 2.5 grade point average
- Pass the *Praxis I* test of basic skills (reading, writing, and math)
- Not possess a teaching certificate currently or previously
- Pass an invitational screening interview
- Demonstrate Highly Qualified status
- Pass a *Praxis II* test in a core content area to demonstrate Highly Qualified status

## ARIZONA

### Coursework:

**Secondary History/Social Science:** The state's history certification program requires an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit.

**Testing:** In November 1997, the Arizona State Board of Education adopted rules regarding the evaluation of educators applying for state certifications. The rules require that applicants for teacher certification pass both a test of subject knowledge and a test of professional knowledge. The Arizona Educator Proficiency Assessments (AEPA) were designed to ensure that each certified teacher or administrator has the necessary knowledge to teach or lead in Arizona public schools. In March 2013, Arizona dropped the state test and is now requiring the NES® (National Evaluation Series™) history test as the official test to fulfill the subject knowledge testing requirement for teacher certification. The tests were developed specifically for Arizona and contain questions based on state-specific standards.

**Professional Knowledge Secondary Exam.** Teachers must have achieved one of the following:

- A passing score on the National Evaluation Series (NES) Assessment of Professional Knowledge: Secondary.
- A passing score on a comparable Professional Knowledge Secondary examination from another state or agency.
- A valid comparable certificate from the National Board for Professional Teaching Standards.
- Three years of full-time teaching secondary education, 7-12. Candidates must submit a Verification of Teaching Experience form signed and completed by the District Superintendent or Personnel/HR Director to verify teaching experience.

**Subject Knowledge Secondary Education Exam.** Teachers must have achieved one of the following:

- A passing score on the NES history test. View the framework of this test: [http://www.nestest.com/Content/Docs/NES\\_Framework\\_302.pdf](http://www.nestest.com/Content/Docs/NES_Framework_302.pdf). Half of the test is dedicated to U.S. history and the other half is focused on world history.

## ARKANSAS

**Coursework:** Arkansas does not have any undergraduate credit hour requirements. The state does require the following for its candidates:

- Verification of grade level teaching experience.
- Documentation that a three hour Arkansas History course has been completed if the licensure area is Early Childhood, Elementary, Middle School areas or Secondary Social Studies.

**Testing:** The Arkansas Department of Education has chosen the *Praxis I*: Pre-Professional Skills Tests (PPST) in Reading, Writing, and Mathematics as the state-required basic skills exam. Candidates are required to pass all three sections of the *Praxis I* basic skills examination within the first 6 months of the Foundations of Teaching (FOT).

Documentation that some standardized test was required for the issuance of the current out-of-state or out-of-country teaching license or copies of passing scores on the required *Praxis* exams for Arkansas licensure or documenting at least three-years of teaching experience.

- History teachers must take *Praxis* Social Studies: Content and interpretation - U.S. history is 15% of test. Content essays (3 questions are 25% but unspecified content). Cut score is 153.

## CALIFORNIA

**Coursework:** Prerequisite coursework for teaching in California varies depending on different teacher preparation programs and credentials; however, most programs do not have specific undergraduate credit hour requirements.

California has a two-tier credential structure. A preliminary credential is the first document issued after an individual meets basic credential requirements. The preliminary credential is issued for a maximum of five years. A clear credential is issued when all credential requirements have been completed. If requirements for the clear credential are not completed before the expiration of the preliminary, the holder will be unable to teach in California's public schools with that credential until those requirements are met and the document is renewed.

**Testing:** California has its own teacher candidate test called California Basic Educational Skills Test (CBEST). For basic requirements, individuals only need to pass the CBEST once; CBEST passing scores remain valid indefinitely for all credential and employment

purposes. To pass the CBEST, one must obtain a minimum scaled score of 41 in each of the three sections—reading, writing, and mathematics. However, a score as low as 37 on an individual section is acceptable if the total scaled score is at least 123. Any or all sections of the CBEST can be repeated as many times as necessary to obtain a passing score.

A Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in middle and high schools. However, a teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized subject(s) at any grade level: preschool, grades K–12, or in classes organized primarily for adults. Below are single subject teaching test requirements for history:

SUBJECT	REQUIRED EXAMS	PASSING SCORE
<i>Social Science Beginning 1/25/03</i>	CSET: Social Science: World History; Geography (39 multiple-choice items; 3 constructed-response items: 2 in world history, 1 in geography)	220 (for all)
	CSET: Social Science: U.S. History; Geography (39 multiple-choice items; 3 constructed-response items: 2 in U.S. history, 1 in geography)	
	CSET: Social Science: Civics; Economics; California History (40 multiple-choice items; 3 constructed-response items: 1 in each domain)	

## COLORADO

**Coursework:** Candidates need to have demonstrated professional competencies in the subject areas by completing 24 semester hours of course credit through transcript evaluation or passage of the Colorado State Board of Education-approved content assessment relevant to the area of endorsement sought. In history, the endorsement is classified as social studies, 7-12 grade.

**Testing:** The Colorado Department of Education only accepts content knowledge tests administered by its own state test called Program for Licensing Assessments for Colorado Educators (PLACE) or *Praxis II*. PLACE was designed and developed for Colorado, whereas *Praxis II* is a nationwide test.

Most PLACE tests include only multiple-choice questions. The Basic Skills (90) test is not required for licensing or certification. However, a teacher's college or university may recommend that they take this test. The Basic Skills test includes sections in reading, mathematics, and writing. Both the reading and the mathematics sections consist only

of multiple-choice questions; the writing section includes multiple-choice questions and also requires examinees to produce a writing sample.

Colorado accepts *Praxis II* tests in the following content areas: Audiology, Elementary Education, English Language Arts, Mathematics, School Psychologist, General Science, **Social Studies**, and Speech-Language Pathology. History teachers are required to take *Praxis II* Social Studies: Content Knowledge and score 150 or higher to become certified.

## CONNECTICUT

**Coursework:** Certification requires the applicant successfully complete a state-approved planned program of general academic and professional education at a regionally accredited college or university. Connecticut teacher certification requires course specific endorsement. For secondary subjects, the certification regulations require the completion of a total of 30 semester hours of credit (undergraduate or graduate) in the subject candidates wish to add.

**Testing:** Connecticut certification is usually based on completion of a state-approved educator preparation program. To obtain Connecticut educator certification based on program preparation, educators must:

- Pass *Praxis I* Pre-Professional Skills Tests (PPST) or present official evidence of meeting waiver requirements.
- Pass *Praxis II* Subject-Knowledge Tests, if applicable to the endorsement requested. See *Guide to Assessments for Educator Certification in Connecticut* at <http://www.ct.gov/sde/certtests>. Passing score for Social Studies: Content Knowledge (U.S. History is 20% or 26 questions of test) is 162 for the state.

Educators can be exempt from testing. Effective July 1, 2009, out-of-state teachers and administrators may be exempt from Board-approved assessment requirements, including *Praxis I* PPST, *Praxis II* subject knowledge tests, Connecticut Foundations of Reading Test and/or American Council on the Teaching of Foreign Languages Oral Proficiency Interview and Writing Proficiency Test, if they meet the following criteria:

- Hold a valid certificate in another state that is equivalent to at least a Connecticut initial educator certificate *AND* have one of the following:
- Three years of successful appropriate experience in the same state (in the same approved non-public school or public school system, in the endorsement requested) in the past 10 years;

OR

- A master's degree in the academic subject area for which Connecticut certification is being requested. Please note that pedagogical degrees in the subject area (e.g., physical education, elementary education, special education, etc.) do not meet the requirements of the exemption.

## DELAWARE

**Coursework:** In accordance with state statute 14 Del.C. §1210, the Department of Education shall issue an Initial License to a novice applicant who submits evidence of:  
 (1) Receipt of a bachelor's degree from a regionally accredited 4-year college or university;  
 (2) Completion of a student teaching program, or one year of teaching experience consisting of a minimum of 91 days of long-term teaching experience at one assignment or enrollment in an Alternative Routes to Licensure and Certification program.

**Testing:** A passing score on an examination of general knowledge, such as *Praxis I*, or such other alternative as may be established by the Standards Board, with the approval of the State Board.

*Praxis II* testing is required for a history teacher with passing score 157 for Social Studies: Content Knowledge (U.S. History is 20 percent or 26 questions of test).

### Acceptable alternatives to the *Praxis I* test scores include:

- Scores from the California Test of Basic Skills (CTBS) shall be accepted in lieu of Pre-Professional Skills Tests or *Praxis I* scores if the test was taken as a condition of meeting certification or licensure requirements in that state and the scores total 123, with a minimum of at least 37 in each category.
- Scholastic Aptitude Tests (SAT) taken after April 1, 1995 and presented for exemption must meet the scores set forth below due to a recentering of the SAT. A minimum score of 520 on the SAT Mathematics taken prior to 4/1/95, and a minimum score of 540 on the SAT Mathematics test taken thereafter will be accepted as fulfillment of the *Praxis I* Mathematics requirement.
- A minimum score of 480 on the SAT verbal test taken prior to April 1, 1995, and a minimum score of 560 on the SAT verbal test taken thereafter will be accepted as fulfillment of the *Praxis I* reading requirement.
- Graduate Record Examination (GRE) scores presented for exemption must meet the standards set forth below.
  - A minimum score of 490 on the GRE Verbal test will be accepted as fulfillment of the *Praxis I* reading requirement.
  - A minimum score of 540 on the GRE Quantitative test will be accepted as fulfillment of the *Praxis I* mathematics requirement.

## FLORIDA

**Coursework:** Applicants will have completed one of the following:

**Plan One:** A bachelor's or higher degree with a major in social science, social studies, history, political science, geography, sociology, economics, or psychology.

OR

**Plan Two:** A bachelor's or higher degree with thirty (30) semester hours in social science or social studies to include:

- Six semester hours in United States history,
- Courses in the areas specified below:
  - Western civilization or European history
  - Asian, African, Latin American, or Middle Eastern history
  - Economics
  - United States federal government
  - Geography
  - Sociology or psychology

**Testing:** In order to become a certified teacher, applicants must satisfactorily complete the Basic Skills test requirement and any Subject Area Competence assessments needed for the applicant's desired area of instruction. A Professional Education Test is also available for prospective teachers who already specialize in a field, or who are planning to switch from a current career other than education.

### Basic Skills Test:

- FTCE (Florida Teacher Certification Examinations): Florida General Knowledge Test (GK)

### Subject Area Competence:

- FTCE (Florida Teacher Certification Examinations): Florida Subject Area Examinations (PEd) – for history, the test listed is social sciences. U.S. History is 25% of test. See [http://www.fl.nesinc.com/PDFs/SS6-12\\_TIG\\_4th%20Edition\\_DOE042310.pdf](http://www.fl.nesinc.com/PDFs/SS6-12_TIG_4th%20Edition_DOE042310.pdf).

## GEORGIA

**Coursework:** Georgia does not have any undergraduate credit hour requirements.

Most of the certification process is done at the college level including coursework requirements and testing. The traditional initial educator preparation programs are completed prior to employment in a public school and lead directly to Georgia's Clear Renewable Certificate.

**Testing:** Georgia has its own state test to evaluate the basic skills and content specific knowledge of its applicants. The Georgia Assessments for the Certification of Educators (GACE) is used to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the Georgia Professional Standards Commission (GaPSC) meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards).

The GACE History assessment consists of two tests. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of total test scores. The sections include world history, U.S. history and state history questions.

See [http://www.gace.nesinc.com/PDFs/GA\\_fld034035\\_TD-Framework.pdf](http://www.gace.nesinc.com/PDFs/GA_fld034035_TD-Framework.pdf).

## HAWAII

**Coursework:** The Hawaii Teacher Standards Board requires candidates to meet licensure requirements. They are:

- Completing a State-approved teacher education program from an accredited institution.
- The Department of Education requires completion of a structured interview with an authorized professional staff interviewer. Teachers are eligible for tenure after completing four consecutive semesters of probation. A teacher must possess a teaching license before starting probation. Sometimes a teacher is permitted to begin employment without fully meeting standards. In these cases, employment is temporary to a maximum of three school years and these teachers do not have an opportunity to earn tenure.

**Testing:** Candidates must pass appropriate *Praxis* tests at the State-validated levels. Applicants are required to pass basic skills *Praxis* test and history teachers must score at least 154 on Social Studies: Content Knowledge (U.S. History is 20%).

## IDAHO

**Coursework:** All applicants for initial Idaho certification (K-12) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment

of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English language learners.

In addition the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/ National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards.

To be certified as a history teacher, 20 semester credit hours to include coursework in the following:

- U. S. History Survey: *MINIMUM* of six (6) semester credit hours
- World History Survey: *MINIMUM* of six (6) semester credit hours
- American Federal Government: may include three (3) semester credit hours

**Technology Assessment:** All applicants for initial Idaho certification (K-12) from an Idaho approved teacher education program must demonstrate proficiency in relevant technology skills and practices to enhance classroom management and instruction. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure understanding and the ability to apply strategies and beliefs about the integration of technology based on current research and best practices congruent with the International Society for Technology in Education professional teaching standards, the National Council for Accreditation of Teacher Education standards, and state accreditation standards.

**Testing:** *Praxis II* test World and U.S. History with a qualifying score of 141.

## ILLINOIS

**Coursework:** Teachers of Secondary History/Social Science are required to have a major in the content area indicated on the transcript or 32 semester hours in the content area; OR 24 semester hours in content courses completed at one or more institutions and passing the relevant content area test. If a person seeks an endorsement in a subject where there is no content test, the default requirement is a major or 32 semester hours of content.

**Testing:** Testing has been required of candidates seeking Illinois teaching, school service personnel, and administrative licenses since 1988. Legislation enacted at that time, Section 21-1a of the School Code of Illinois, established a testing program as part of the

state's licensure requirements. Subsequent legislation and the adoption of administrative rules by the Illinois State Board of Education (ISBE) provided additional requirements and information regarding the specific tests required of licensure candidates, as well as when the tests must be taken and who must take the tests.

Under the direction of ISBE, the Illinois Licensure Testing System (ILTS) was custom designed and developed by the Evaluation Systems group of Pearson to meet Illinois' needs and requirements relating to the preparation and licensure of educators.

The ILTS tests are criterion referenced and objective based. A criterion-referenced test is designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify, for licensure purposes, candidates who have demonstrated the level of knowledge required to perform satisfactorily in their fields of specialization. The language proficiency tests assess knowledge of the language needed by a bilingual teacher to communicate effectively in everyday school settings.

See [http://www.il.nesinc.com/PDFs/IL\\_field114\\_SG.pdf](http://www.il.nesinc.com/PDFs/IL_field114_SG.pdf).

## INDIANA

**Coursework:** Teachers are evaluated for specific subject areas. The requirements for U.S. history teachers are shown below:

### Standard 5: U.S. History

History teachers have a broad and comprehensive understanding of major events and developments in U.S. history, including:

- 5.1 characteristics of Native American cultures prior to European settlement and the interactions between Native Americans and Europeans
- 5.2 motives for European settlement and colonization of the Americas; the political, economic, social, and cultural institutions established in Great Britain's North American colonies; and similarities and differences between the colonies
- 5.3 the causes, major events, and consequences of the American Revolution; the creation of national and state governments; and the rise of political parties
- 5.4 the concept of Manifest Destiny and westward expansion and its impact on Native American peoples
- 5.5 the growth of slavery and the effort to reform U.S. society
- 5.6 the origins, major events, and consequences of the Civil War and Reconstruction
- 5.7 the transformation of the U.S. economy and the urbanization of U.S. society
- 5.8 the emergence of the United States as a world power and U.S. participation in the Spanish-American War and World War I

5.9 prosperity, women's suffrage, the Depression, and war: the United States from 1920–1945

5.10 the Cold War, the creation of the United Nations, and the evolving U.S. role in the world after World

War II

5.11 political, social, economic, and cultural developments in U.S. society during the second half of the twentieth century

5.12 the United States in a global age

**Testing:** Indiana requires candidates to test in their content area. For history teachers, *Praxis II: Social Studies: Content Knowledge (U.S. History is 20%)* test with a cut score of 156.

## IOWA

**Coursework:** To qualify for an initial educator license in Iowa, candidates must:

- Earn a baccalaureate degree from a regionally accredited institution
- Complete an approved teacher preparation program
- Complete a component focused on exceptional learners
- Fulfill requirements for a teaching endorsement

**Testing:** In Iowa, history teachers must take *Praxis II: World and U.S. History: Content Knowledge* and pass with a score of at least 147.

## KANSAS

**Coursework:** Applicant requirements for an initial teaching license:

- Bachelor's degree from a regionally accredited college or university
- Completion of a state-approved teacher preparation program

**Testing:** Candidates must take a content assessment in each of the endorsement areas they were trained to teach and wish to put on their license. History candidates are required to take *Praxis II: Social Studies: Content Knowledge* and receive a qualifying score of 158 or higher.

## KENTUCKY

**Coursework:** For initial certification in Kentucky, all candidates must:

- Complete an approved educator preparation program
- Secondary History/Social Science teachers must have major in Social Studies — “Major” means an academic area of concentration consisting of at least thirty (30) hours of coursework
- Complete the Kentucky Teacher Internship Program
- Verify additional options for their Kentucky educator certification
- Assessments for the Kentucky Principal Certification

**Testing:** Candidates must pass *The Praxis Series*™ tests for their certification area. For history: social studies: content and interpretation - U.S. history is 15% of test. Content essays (3 questions are 25% but unspecified content).

## LOUISIANA

**Coursework:** To teach in a public school, teachers must be certified. Teachers are certified by completing a teacher preparation program – either a traditional program or an alternative program. Coursework for teacher certification in Louisiana varies with different state-approved teacher preparation programs.

**Traditional Certification:** Individuals can earn a Bachelor of Arts or Science that includes general education courses, a certification area focus, professional education, 180 hours of field experiences and one semester of student teaching or internship in a school.

**Alternative Routes to Certification:** Individuals who have a Bachelor of Arts or Science without the required education courses and experiences can pursue one of three alternative routes to certification, including earning a master’s degree, completing a certification-only program or completing a practitioner teacher program.

**Testing:** Pass *The Praxis Series*™ tests for their certification area. For history certification, candidates must get at least 160 score on Social Studies: content and interpretation - U.S. history is 15% of test. Content essays (3 questions are 25% but unspecified content).

## MAINE

**Coursework:** Maine does not have any undergraduate credit hour requirements.

**Alternative Certification:**

Graduates of accredited colleges or universities whose bachelor's degree was not in education, and who have not yet earned a traditional teaching certificate, can still receive an alternative teaching certificate by satisfying certain requirements.

Typically teacher education programs consist of a combination of curricula and fieldwork. The curricula often includes instruction on foundational knowledge and skills, pedagogy (or the art and science of teaching), and preparing students to research, design and implement learning experiences in their field of study. The fieldwork component can include field observations, student teaching, and an internship.

**Testing:** Pass *The Praxis Series*™ test for certification area(s) At least a score of 157 for Social Studies: Content Knowledge (U.S. History - 20%).

## MARYLAND

**Coursework:** Maryland does not specify area of history concentration – it only mentions it in general terms. Certification in General Secondary Content Areas (Grades 7-12)- History requires the candidate to:

- Complete one of the following options:
  - Earn a bachelor's or higher degree from an Institution for Higher Education (IHE) with a major in the certification area; *OR*
  - Complete 30 semester hours or more of content course work taken at an IHE in the certification area;
- Complete 21 semester hours of professional education course work taken at an IHE at the appropriate age or grade level including:
  - At least one 3 semester hour course in each of the following:
    - Adolescent development
    - Human learning
    - Teaching methodology
    - Inclusion of special needs student populations
    - Assessment of students

*AND*

- 6 semester hours covering the following which may also be taken through continued professional development:
  - Types of reading
  - Use of reading assessment data to improve instruction

- Skills in reading including cognitive strategies in reading
- Reading instruction including reading aloud strategies and methods for diagnosing reading difficulties and making instructional modifications and accommodations for the student strategies for intrinsic and extrinsic motivation for reading
- Teaching students to learn from text by applying theories, strategies, and practices in daily classroom use including additional content in types of reading using authentic texts
- Skills in reading including processing of multimedia information and strategies to connect reading with study skills
- Reading instruction that integrates content area goals with reading goals including strategies for students to communicate effectively orally and in writing about what they have read in content area texts
- Complete a teaching experience in one of the following ways:
  - A supervised experience in a public or accredited nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification

OR

- 1 year of satisfactory full-time teaching experience in a public or accredited nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification.

Further, §A(1)(b) of the Maryland regulation requires that a minimum of 50 percent of the required content course work shall be taken at the same institution; and a minimum of 12 semester hours of the required content course work shall be upper division course work.

A minimum of 50 percent of the professional education course work required in §A(2) of this regulation shall be taken at the same institution.

**Testing:** For history teachers, Maryland requires a basic *Praxis I* test as well as Social Studies: Content and Interpretation test. U.S. history is 15% of test. Content essays (3 questions are 25% but unspecified content).

## MASSACHUSETTS

**Coursework:** An Initial License is valid for 5 years of employment (it may be extended one time for 5 additional years of employment). The Initial License requires :

- A Bachelor's Degree
- Completion of a Educator Preparation Program

**Testing:** Massachusetts has their own state test for licensure with a specific test in history. See [http://www.mtel.nesinc.com/PDFs/MTELObjs\\_newfld06.pdf](http://www.mtel.nesinc.com/PDFs/MTELObjs_newfld06.pdf).

Passing score(s) on Massachusetts Test for Educator Licensure (MTEL) for History 8-12. U.S. history is 30% of this test (the largest portion of test). 20% is allocated for open-ended responses.

## MICHIGAN

**Coursework:** The Professional Education Certificate (Advanced) requires completion of 18 semester hours in a planned course of study after the issuance of the Provisional certificate, completion of Michigan's reading requirement (6 semester hours of teaching reading for elementary teachers or 3 semester hours for secondary teachers and 3 years of successful teaching experience. The Professional Education Certificate (Advanced) is valid for up to 5 years.

**Testing:** Applicants must take a general education test as well as Michigan Test for Teacher Certification (MTTC) in the area of history (U.S. History 14%; World History 18%; Connections Among Social Science Disciplines 34%; Social Science Perspectives and Skills 34%).

Candidates for secondary-level teaching certificates must pass, in addition to the Basic Skills test, the corresponding subject-area test for each academic subject area in which they are to be certified. Candidates seeking certification in more than one field of study must take the subject-area test for each field.

Michigan students seeking certification for the first time must take the required subject-area test that corresponds to their major or minor field of study in an approved teacher preparation program. Subject-area tests correspond to teaching certificate endorsements. For teachers already certified to teach in Michigan who are seeking an additional endorsement, they must take the subject-area test that corresponds to the endorsement they are seeking.

An individual's performance on a test is evaluated against an established standard. The passing score for each test is established by the Michigan Department of Education and is based on the professional judgments and recommendations of Michigan educators.

Passing status is determined on the basis of an examinee's total test performance. All test results are reported as scaled scores. The scaled score is a conversion of the number of scorable test questions the applicant answers correctly to a score from 100 to 300, with a score of 220 or higher representing the passing score. Numeric total test scores will be reported only for examinees who do not pass the tests.

A passing status on a subject-area test will remain valid (for the purpose of a recommendation for initial certification or for an additional endorsement on an existing certificate) for a period of 5 years. Once a subject-area endorsement has been issued for a teaching certificate, a teacher is not required to retake the MTTC test in that subject area.

## MINNESOTA

**Coursework:** Minnesota does not have any undergraduate credit hour requirements.

**Testing:** New legislation requires all applicants for a Minnesota initial teaching license to take and pass the Minnesota Basic Skills test in order to receive a teaching license. The new law went into effect in 2012. Along with meeting standard eligibility requirements for Minnesota licensure, in-state and out-of-state applicants for a Minnesota teaching license must submit passing scores for the Basic Skills test as part of the licensure application.

An applicant for a first-time Minnesota classroom teaching license must pass:

- Basic skills, which consists of three subtests: Reading, Writing, Mathematics
- Test of general pedagogy, which consists of two subtests
- Test of content knowledge for the specific licensure field, which consists of two subtests with the exception of Elementary content knowledge, which consists of three subtests

Beginning September 1, 2010, all teachers must take the Minnesota Teacher Licensure Examinations. This includes the Basic Skills tests in reading, writing, and mathematics, a pedagogy test consisting of two subtests, and the content knowledge subtests specific to the licensure field. However, if a licensed teacher from another state has a passing score on the *Praxis I* (Basic Skills) tests taken prior to September 1, 2010, the score will be accepted until August 31, 2013.

**Alternative Licensing:**

Licensure via Portfolio provides an alternative application process for a full professional Minnesota education license. The portfolio process assesses knowledge, skills and

competencies of license applicants who have teaching experience but have not completed an approved teacher preparation program in Minnesota in the licensure field or scope sought. Current licensure standards and procedures, which assess teacher competence, form the basis for the portfolio process. The portfolio process uses the Minnesota Board of Teaching's standards for teacher licensure. Qualifications for history are within social studies portfolio requirements. See [education.state.mn.us/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=006184&RevisionSelectionMethod=latestReleased&Rendition=primary](http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=006184&RevisionSelectionMethod=latestReleased&Rendition=primary).

## MISSISSIPPI

**Coursework:** Candidates shall hold a bachelor's degree from an approved pre-service teacher preparation program for middle/secondary education from a regionally/nationally-accredited Institution of Higher Learning, *OR* an approved alternate route certification program for middle/secondary education.

Applicants shall also hold an endorsement for every core academic subject taught (English, reading, language arts, mathematics, science, foreign language, civics, government, economics, arts, history, geography).

**Testing:** History teachers are required to pass basic skills *Praxis* tests as well as *Praxis II* Social Studies: Content Knowledge (U.S. History - 20%) with a cut score of 150.

## MISSOURI

**Coursework:** Missouri's undergraduate prerequisites for Secondary History/Social Science teachers are:

- U.S. History: 12 credits
- World History: 8 credits
- Political Science (State and U.S. Government): 6 credits
- Economics: 3 credits
- Geography: 3 credits
- Behavioral Science (Sociology, Anthropology, or Psychology): 6 credits
- Elective Social Studies: 0-2 credits
- Minimum total semester hours: 40 credits

**Testing:** Before accepted into a Missouri educator preparation program, the candidate must pass the College Basic Academic Subjects Examination (CBASE). This examination assesses knowledge and aptitude in five areas: writing, mathematics, language arts, social studies and science. A score of at least 235 on each section of the CBASE is required to pass.

Missouri requires all educators to pass the *Praxis II* content area/subject area examination pertaining to the area in which they wish to become certified to teach. Social Studies: Content Knowledge is the required test with a cut score of 152 (U.S. History is 20% of the test).

## MONTANA

**Coursework:** The candidate should hold a bachelor's degree; and verify completion of an accredited professional educator preparation program in an area approved for endorsement in Montana; and successfully complete a supervised teaching experience either as part of an accredited professional educator preparation program or successfully complete one year of teaching experience in a state accredited elementary and/or secondary school district.

To add a history/social science endorsement to a Montana License, applicants must complete the equivalent of a teaching major or minor from a National Council for Accreditation of Teacher Education or state approved college or university. The coursework requirements for an additional endorsement on the license are generally either: at least 40 semester credits in an extended major; or 30 semester credits in an approved major; or 20 semester credits in an approved minor. The college must make recommendation to this office the endorsement to be added to your existing license.

If applicants attended educator preparation at a college or university in another state, they are still eligible for licensure in Montana if the program meets two requirements: the college is regionally accredited, and the program was in an area for which Montana offers educator licensure.

**Testing:** Candidates are only required to take the *Praxis II* test if they have not completed a Montana-approved history teacher program. The *Praxis II* requirement is World and U.S. History: Content Knowledge and cut score is 146.

## NEBRASKA

**Coursework:** The Nebraska teacher preparation program will expose student teachers to two different kinds of experiences: practicum and field/student teaching. The practicum, which may start during the second or third year of the program, involves watching teachers at work in the classroom, learning from them, and at times teaching a lesson.

The student teaching part of a candidate's college program is much more intensive, and usually lasts 12 weeks or more. Student teachers are placed in a classroom equivalent to the grade level and subject area in which they intend to teach. They have the opportunity

to lead the class for extended lengths of time. A mentor teacher (usually the regular classroom teacher) as well as a representative from the college program will observe and grade a candidate's progress.

The state requires certificate endorsements in the specific subject areas and requires applicants complete a certain number of courses in the respective subject areas. History (grades 7-12) is one of those subject areas and the requirements vary based on the college. For example, University of Nebraska requires two subject endorsements or one field endorsement. Subject endorsements are in a specific area such as History and Math, or Physics and English. Field endorsements are broader in coverage, such as Social Science or Language Arts, which cover several areas within the "field."

**Testing:** A basic skills competency exam is required for first issuance of Teaching certificate or Administrative certificate. Waived for persons with three consecutive years K-12 teaching experience in any state, if certificate was based on completed approved teacher education program.

Nebraska has three statutory requirements that apply to all educator certificates (except substitute) and all administrative certificates. These are in addition to all other requirements that are specific to certain types of Nebraska certification and that may depend on the particular endorsement being sought.

The three statutory requirements are:

- Basic Skills Competency
- Special Education Competencies
- Human Relations Training (Note: Human Relations Training is required for all certified staff, including substitute teachers.)

The Nebraska Department of Education requires the *Praxis I* Pre-Professional Skills Tests in Reading, Writing and Mathematics for formal admission into teacher preparation programs. Competency is demonstrated by the person's ability to achieve a qualifying score on the assessment.

## NEVADA

**Coursework:** To receive a certificate to teach secondary education, a candidate must hold a bachelor's degree and have completed:

- A program of preparation for teaching in the secondary grades approved by the state board; or
- Required courses for a teaching major from a regionally accredited institution; and
- Twenty-two semester hours of credit as follows:
  - Eight semester hours of supervised teaching;
  - A course in the methods and materials of teaching a field of specialization; and
  - Any other courses in secondary education approved by the Commission.

There are no specific requirements for single subject endorsements. Applicants must have any combination of 30/16 semester credits, respectively, for the major/minor, in this case, history.

**Testing:** All applicants for initial licensing in Nevada are required to take the following competency tests, which are administered under *The Praxis Series™*:

- *Praxis I®* Pre-Professional Skills Tests (PPST®)
- Principles of Learning and Teaching (PLT)
  - The PLT is required for all areas (except Elementary Education) — Grades K–6, or Grades 7–12, depending on the grade level the candidate is seeking to teach.
- *Praxis II®* Subject Assessments for each area of certification. History is World and U.S. History: Content and Knowledge with a cut score of 152.

## NEW HAMPSHIRE

**Coursework:** For initial certification in New Hampshire, all candidates must hold a bachelor's degree and complete an approved program of teacher education or complete one of the alternate certification routes.

**Testing:** All educators (teachers, administrators, specialists) seeking initial certification or renewing expired credentials must document basic academic skills. The New Hampshire State Board of Education has chosen *Praxis I* Pre Professional Skills Test or the Computerized Pre Professional Skills Test (CPST) as one means of documenting basic academic skills. Passing scores are established by the State Board of Education.

In addition to the *Praxis*, New Hampshire will accept equivalent tests. Certification candidates having a master's degree or higher, or having seven or more years of educational experience under a credential issued by another state, are exempted from the basic skills requirement. This basic academic skills requirement applies to all five certification alternatives.

**Subject Area Assessment:** Candidates applying for certification are required to document subject area competence. For the subject areas in Biology, Chemistry, Early Childhood Education, Earth/Space Science, Elementary Education, English/Language Arts (middle school & secondary), General Science, Mathematics (middle school & secondary), Physical Science, Physics, and Social Studies (middle school & secondary), assessment can be documented by passing the *Praxis II* subject area test or an equivalent test. For social studies (which is the history certification) a cut score of 153 is required for the *Praxis II* test: Social Studies: content and interpretation. U.S. history is 15 percent of test and content essays (3 questions) are 25 percent. Candidates having a master's degree or higher in the subject area to be taught, or having seven or more years of educational experience in the subject area under a credential issued by another state, are exempt from this requirement.

## NEW JERSEY

**Coursework:** The following outlines K-12 certification for social studies in New Jersey. Social Studies includes American history, European history, world history, government, political science, sociology, geography, anthropology and economics.

In order to be eligible for the Standard Certificate, candidates need to meet the following:

**Degree Requirement:** A minimum of a bachelor's degree is required from a regionally accredited college/university.

**Cumulative GPA Requirement:** New Jersey requires that candidates for certification achieve a cumulative GPA of at least 2.75 when a GPA of 4.00 equals an A grade for students graduating on or after September 1, 2004 (2.50 for those graduating before September 1, 2004) in a baccalaureate degree program, higher degree program or a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits. Please note that a high *Praxis* test score may offset a GPA that is lower than 2.75 but higher than 2.5.

**Subject Matter Preparation:** For certification as a Social Studies teacher, current regulations for certification require that applicants complete a minimum of 30 credits in a coherent sequence in the subject field of Social Studies. A coherent sequence requires that at least 12 credits be completed at the advanced level of study (junior, senior or graduate level). Within the 30 credits, the candidate must complete a minimum of 15 semester hour credits in history to include a minimum of one course in American History and one course in World History. Related courses may be accepted depending on the course description/content. Courses in pedagogy/education are not accepted towards the subject matter preparation. The final determination as to which courses will be counted towards the subject matter is based on professional and content standards found in the New Jersey Licensing code. All credits must appear on a regionally accredited 2 or 4-year college/university transcript.

**Testing:** History teachers are required to take *Praxis II*, Social Studies: Content Knowledge (U.S. History is 20 percent of the test). The cut score is 157. No basic skills test is required.

## NEW MEXICO

**Coursework:** Candidates must possess a bachelor's and/or master's degree from a regionally accredited college or university and have completed an approved educator preparation program that includes student teaching.

Beginning teachers seeking an endorsement in history, geography, economics, civics and government to an initial level 1 New Mexico teaching license, must satisfy all of the requirements of the license as provided in Public Education Department rule for that license, which includes, among other requirements, 24-36 semester hours in subjects that include: History, geography, economics, civics and government and other social sciences.

- Minimum of 24 semester hours in at least one teaching field such as: mathematics, science, language arts, reading or history, etc., 12 semester hours of which must be in upper division courses

**Testing:** Passage of the New Mexico Teacher Assessments (NMTA) for secondary (7-12th grades).

- New Mexico Assessment of Teacher Basic Skills
- New Mexico Assessment of Teacher Competency (Secondary)
- New Mexico Content Knowledge Assessment—For the first endorsement on the license, the appropriate Content Knowledge Assessment is required in Family and Consumer Sciences; French; German; Health Education; **History**, Geography, Economics, Civics and Government; Language Arts; Library/Media; Mathematics; Music; Physical Education; Reading; Science; Spanish; Teaching English to Speakers of Other Languages (TESOL); OR Visual Arts. History is 33 percent of History, Geography, Economics, Civics & Government test portion.

### **Alternative Licensure:**

Possess a bachelor's degree including 30 semester hours in a particular field *OR* a master's degree including 12 graduate semester hours in a particular field *OR* a doctorate degree in a particular field; pass the New Mexico Teacher Assessments for Basic Skills and Teacher Competency; pass the appropriate Content Knowledge Assessments, and complete an approved alternative program through an accredited New Mexico college or university.

## NEW YORK

**Coursework:** Candidates for Teacher certification must meet the following qualifications:

- Education - Bachelors Degree
- Minimum 2.50 Undergraduate GPA
- General Core in Liberal Arts and Sciences - 30 S.H.
- Content Core - Social Studies - 30 S.H.
  - College Coursework - Economics
  - College Coursework - Government
  - College Coursework - Social Studies Set including U.S. History, World History, Geography - 21 S.H.
  - College Coursework - U.S. History
  - College Coursework - World History
  - College Coursework - Geography

- Pedagogical Core - 21 S.H.
- Student Teaching - Social Studies, grades 7-12 - 40 Days

**Testing:** Successful candidates must Pass the New York State Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills- Written (ATS-W), and the appropriate Content Specialty Test(s) (CST).

The Content Specialty Test is a component of the New York State Teacher Certification Examinations. Offered in specific subjects, the CST typically consists of multiple-choice questions and a written assignment. The CSTs in Languages other than English and Music include taped listening and/or speaking components and a written assignment. The purpose of the test is to assess knowledge and skills in the subject of the certificate sought.

History teachers take social studies test — 35 percent of test is categorized as focused on history. All areas of the social studies test are: History, Geography, Economics, Civics, Citizenship, and Government Social Studies Skills and History: Constructed-Response Assignment.

## NORTH CAROLINA

**Coursework:** Candidates are required to have a Bachelor's degree and for Secondary History/Social Science to gain Permanent Standard certification, the state requires 30 credits in-discipline, including 12 credits in advanced study.

**Testing:** *Praxis I* reading, writing and math are required for all teachers. *Praxis II* Social Studies: Content Knowledge (U.S. History - 20%). Test score of 158 is required for certification.

## NORTH DAKOTA

**Coursework:** For initial licensure in North Dakota, all candidates must:

- Successfully complete a state agency approved bachelor's level teacher education program, which includes a professional education sequence and general studies. North Dakota requires 26 semester hours or 40 quarter hours of professional education coursework for secondary licensure.
  - Major equivalency endorsement for secondary teachers grades 7-12. To be considered highly qualified, secondary teachers must hold a major or major equivalency in the core content areas in which they are teaching; and a major, major equivalency, minor, or minor equivalency in non-core areas in which they are teaching.

- Major equivalency endorsement for teachers in social studies grades 7-12. Secondary teachers with majors in history (32 semester hours), geography (32 semester hours), civics and government (32 semester hours), economics (32 semester hours), or composite social studies (32 semester hours) will be licensed to teach in each specific social studies discipline in which the individual has a minimum number of semester hours aligned with the North Dakota standards for the area: history (18 semester hours), geography (12 semester hours), civics and government (12 semester hours), and economics (twelve semester hours), or a minimum of six semester hours aligned with the North Dakota standards for any other specific social studies disciplines.
- Maintain at least a 2.5 overall grade point average.
- Successfully complete at least 10 weeks of full time, supervised student teaching in the certifiable area at the appropriate grade level(s).

**Testing:** All teachers are required to pass the reading, writing and math *Praxis I* test. History teachers have to pass *The Praxis Series™* tests for their certification area. The specific test is World and U.S. History – Content Knowledge for secondary levels and cut score is 151.

## OHIO

**Coursework:** Candidates should hold a Bachelor's degree and an approved program of teacher preparation. Examinations prescribed by State Board of Education (licensure exams) 12 semester hours of reading for early childhood, middle childhood, intervention specialist and early childhood intervention specialist licenses.

**Testing:** Applicants are required to take *Praxis II* Social Studies: Content Knowledge (U.S. History is 20 percent).

## OKLAHOMA

**Coursework:** Oklahoma requires a bachelor's degree, but does not have any specific undergraduate credit hour requirements for history teachers.

**Testing:** In 1995 the Oklahoma Legislature passed House Bill 1549, which required the Oklahoma Commission for Teacher Preparation to develop and implement a competency-based teacher assessment system. The assessment requirements for teacher certification include tests of general education, subject-matter knowledge, and knowledge of basic professional education.

The basic goals of the United States History/ Oklahoma History/ government/ economics test require that candidate knows:

- Knows the major themes of United States history and their interrelatedness.
- Understands how the political growth, major events, and individuals affected the development of the United States.
- Examines and analyzes historical documents which contributed to the establishment and growth of the government of the United States.
- Identifies and describes events, trends, individuals, and movements which shaped the social, economic, and cultural development of the United States.
- Analyzes events and identifies individuals who defined and continue to impact the role of the United States in world affairs.
- Knows the roles and function of government and the foundations, structure, and function of American government.
- Identifies and explains the rights and responsibilities of citizens of the United States.
- Describes the characteristics of local and state governments and the national government, and the relationships among the different levels of government.
- Analyzes how the American political process works and the relationship of the process to the individual as a citizen of the state and the nation.
- Identifies and analyzes the events which led to Oklahoma's historical, political, economic, and cultural development.
- Identifies important individuals and groups that have had an influence on Oklahoma's heritage.
- Identifies the diverse geographic features and resources found in Oklahoma and describe their influence on Oklahoma's historical development and economy.
- Understands basic application of economic theories.
- Interprets economic trends in historical, political, and geographic contexts.
- Analyzes the influence of the past on the present and uses knowledge of history and government to anticipate and plan for the future, evaluating alternative courses of action.
- Applies the skills of analysis, interpretation, research, and decision-making to develop an understanding of history, government, and economic concepts.
- Knows the content of the Oklahoma core curriculum for United States History, Oklahoma History, government, and economics.

## OREGON

**Coursework:** Oregon does not have any general undergraduate credit hour requirements, though coursework can be used to demonstrate competency in a subject when applying for a Basic Teaching License.

The state recommends if candidates want to teach at the high school level, it is best to get a major in the subject or subjects they plan to teach. Recently, several newly licensed

teachers have reported that some high schools give preference to candidates that have or plan to obtain additional graduate coursework in specific subject-matter area. This level of content preparation is often required in order to teach the advanced courses in the subject, such as Advanced Placement (AP) courses, or in an international baccalaureate (IB) high school program. Prerequisites for such graduate courses usually require substantial undergraduate background, if not a full major.

**Testing:** Oregon requires a state social studies test for U.S. History teachers. Some university programs require the candidates to pass these tests prior to student teaching. The test is 25 percent U.S. History, 25 percent world history and 50 percent combined social studies content.

## PENNSYLVANIA

**Coursework:** For initial certification in Pennsylvania, all candidates must hold a overall cumulative Grade Point Average of 3.0 as noted on Bachelor's or Master's transcript is required for an initial certificate in Pennsylvania. Active/valid out-of-state certificate holders, with two (2) years successful classroom experience will not be evaluated for the 3.0 GPA requirement.

**Testing:** Applicants will have successfully completed Pennsylvania's required tests. For the basic skills test, as of April 2, 2012, the *Praxis*® tests will only be required for Vocational Instructional I & II licenses. For all other licenses, the *Praxis I* test requirements will be replaced by an alternate basic skills test issued by the state. The Pennsylvania Department of Education will accept scores for *Praxis I* tests if they are registered for prior to April 2, 2012, regardless of when the tests are taken. Candidates who are re-testing should continue to take the *Praxis I* test(s) they have not passed. Post baccalaureate candidates are no longer required to take the "basic skills" tests as a requirement for certification.

Candidates must pass *The Praxis Series*™ tests for their certification area – the social studies test history is 20 percent or 26 questions of total test with a cut score of 157.

## RHODE ISLAND

**Coursework:** The January 1, 2012 Rhode Island certification regulations detail a comprehensive redesign of the certification system that updates the requirements and procedures that govern educator certification in Rhode Island. The goals of the regulations are to align educator certification to the Rhode Island Department of Education's 2010 Strategic Plan, to more closely connect certification and educator performance, to open pathways for career advancement, and to streamline educator certification requirements. The 2012 certification requirements bring all previous sets

of regulations and revisions together into one set of regulations governing educator certification in Rhode Island.

To be issued a certificate in Secondary Grades Social Studies an applicant must satisfy all of the following:

- Earn a baccalaureate degree from an accredited and approved institution of higher education or approved educator preparation program.
- Not less than 30 semester hours of coursework to include:
  - 18 semester hours of coursework in EACH of the following areas:
    - History of Western Civilization
    - United States History
    - European History
    - Non-Western History
  - 12 semester hours in Social Sciences coursework among the following areas:
    - Anthropology
    - Economics
    - Geography
    - Political Science
    - Sociology
- Completion of an approved program for the preparation of Secondary Grades Social Studies Teacher
- Completion of a minimum of 12 weeks of Student Teaching in this area and a minimum of 60 hours
- Field Experience prior to Student Teaching
- Demonstration of meeting the Professional Competencies of the Rhode Island Professional Teaching Standards (RIPTS)
- Demonstration of meeting the Content Competencies as prescribed by the National Council for the Social Studies (NCSS)
- Other requirements:
  - Major or Equivalent in the content area or a closely related field with an emphasis on History

**Testing:** Rhode Island assessment requirements are that applicants must achieve a passing score of 157 on the *Praxis II* Principles of Learning and Teaching - Grades 7-12 (NOT reading, writing and math) - history and social studies teachers do not have a testing requirement in this subject.

## SOUTH CAROLINA

**Coursework:** An initial teaching certificate is a three-year, non-renewable certificate that allows a teacher to work in any public or private school in South Carolina. Requirements for the provisional teacher certificate include:

- Earn a bachelor’s degree or higher from a state-accredited school
- Pass a teacher preparation course of study
- Passing scores on subject testing (see below) in the content area(s) in each core academic subject the teacher instructs, or coursework equivalent to an undergraduate major. The equivalent of a major requires thirty semester hours, of which only nine can be at the 100 or 200 level. Twenty-four graduate semester hours constitute a major.

**Testing:** Applicants must achieve a passing score on a state-approved certification examination in each core academic subject the teacher instructs; <http://www.scteachers.org/Cert/exam.cfm>. Comparable content exams used by other states may be accepted if the teacher became certified in South Carolina through reciprocity.

They must also earn a passing score on the *Praxis I* and *II*. U.S. history is 15% of the *Praxis II* test. Content essays (3 questions are 25% but unspecified content).

## SOUTH DAKOTA

**Coursework:** For initial certification in South Dakota, all candidates must: earn a baccalaureate degree and complete an approved program of teacher education. Additionally, after receiving certification, teachers must take a Human Relations course and a South Dakota Indian Studies course.

**Testing:** Applicants must pass *The Praxis Series™* tests for the certification area. The department may issue a one-year certificate allowing an applicant to complete the required *Praxis™* test. For history, *Praxis II* Social Science Education: History 7–12.

## TENNESSEE

**Coursework:** To become a licensed elementary or secondary teacher, an individual must successfully complete a preparation program in the area of interest at an approved educator preparation institution. The state does not have any specific undergraduate credit hour requirements.

**Testing:** All teachers are required to take the *Praxis I* reading, writing and math test. For history teachers, they must take *Praxis II*, World and U.S. History: Content Knowledge and score a 136 or higher.

## TEXAS

**Coursework:** For initial teacher certification in Texas, all candidates must:

- Earn a bachelor’s degree from an accredited college or university.
  - Texas institutions do not offer a degree in education. Instead, every future teacher must select an academic major of interest and, as described below, complete educator preparation courses. The Texas Administrative Code requires that candidates for an undergraduate university program, alternative program, or post baccalaureate program is accredited or have a degree from a university that is accredited by an accrediting agency, as recognized by the Texas Higher Education Coordinating Board (THECB). History (grades 8-12) is an approved certification offered at Texas colleges and universities. For educators wishing to teach history, they must graduate with this certification.
- Educator Preparation Program – Applicants must complete educator preparation through an Approved Educator Preparation Program. These programs are offered through colleges, universities, school districts, regional service centers, community colleges, and other entities. Undergraduates typically enroll in an approved program at the college or university they are attending. Alternative Certification Programs, which may or may not be associated with a university or college, have been established and approved for those who already hold a bachelor’s degree.

**Testing:** Applicants must pass the appropriate teacher certification exam(s) for the subject and grade level they wish to teach. The Educator Preparation Program will help candidates determine the appropriate certification exam(s). Candidates will need authorization from the program prior to test registration.

- Required tests: Social Studies: History 8-12 and pedagogy test
- Note: process is being revamped/restructured.

## UTAH

**Coursework:** For initial certification in Utah, all candidates must:

- Earn a baccalaureate degree.
- Complete an approved program of teacher education *OR* have a degree major in a subject taught in Utah secondary schools.
  - Complete all required university or college coursework with a grade of “C” or better recorded on a transcript, or other USOE approved professional development courses recorded in CACTUS.

*OR*

- Demonstrated Competency (through National Board Certification).
- Utah has fairly specific areas of certification for social studies (history is 1 of 9 certifications in that area). There are nine (9) endorsements in social studies which may be added to a teaching license. The areas of endorsement are: Anthropology;

Economics; Geography; History; Political Science; Psychology; Social Studies Composite; Sociology; and Utah Studies.

- The minimum requirement for seven of the endorsements is sixteen (16) semester hours. The minimum requirement for Utah Studies is eight (8) semester hours. For a Social Studies Composite the minimum requirement is forty-six (46) semester hours. To convert quarter hours to semester hours multiply the number of quarter hours by .666.

**Testing:** Candidates must pass *The Praxis Series*™ tests for history related certification area. *Praxis II* is World and U.S. History: Content Knowledge or Social Studies: Content Knowledge. Cut scores are 156 and 159, respectively.

## VERMONT

**Coursework:** For initial licensure in Vermont, all candidates must earn a baccalaureate degree. In addition, they must:

- Complete a state-approved educator preparation program at a college or university through a bachelor's, post-baccalaureate or master's degree program *OR*
- Complete Vermont's alternative licensure (Peer Review) program *OR*
- Meet the educator requirements under the rules of reciprocity

**Testing:** All educators seeking initial Vermont licensure must meet passing scores on the *Praxis I* tests (reading, writing and math) or have qualifying Scholastic Achievement Test, GRE, or American College Test scores. Areas of certification, including social studies, required a *Praxis II* test. For history it is *Praxis II* Social Studies: Content and Interpretation - U.S. history is 15 percent of test. Content essays (3 questions are 25% but unspecified that content is unspecified).

## VIRGINIA

**Coursework:** Virginia has an 82-page document that details licensure regulations for school personnel. For history and social sciences the candidate must meet the following endorsement requirements:

- Graduated from an approved teacher preparation program in history and social sciences; or
- Completed 51 semester hours of coursework distributed in the following areas:
  - History: a major in history or 18 semester hours in history (must include coursework in American history, Virginia history, and world history);
  - Political science: a major in political science or 18 semester hours in political science to include coursework in American government (state and local government);
  - Geography: 9 semester hours; and
  - Economics: 6 semester hours.

For add-on endorsement requirements in history, political science, geography, and economics, the candidate must have:

- An endorsement in history, political science, geography, or economics AND
- Completed 21 semester hours of coursework in the additional social science area (history, political science, geography, or economics) sought.

**Testing:** *Praxis II* – institution specific testing. For history the test is Social Studies: Content Knowledge.

## WASHINGTON

**Coursework:** A teaching certificate is granted based on the following criteria:

- Earned a bachelor's or higher degree from any regionally accredited college/university.
- Completed any state's approved teacher preparation program state-approved teacher preparation program. This would be either an approved program through a regionally accredited college or university, or an approved alternative-route program. In Washington there are 21 colleges/universities approved by the Professional Educator Standards Board to offer educator preparation programs.  
*OR*
- If candidates have not completed a state approved program, individuals may verify at least 3 years of K-12 teaching experience outside Washington, and hold a regular certificate in another state.

**Testing:** Washington's Office of Superintendent of Public Instruction has a competency test for teachers who received their education from out of state. In-state applicants are not required to take the test. It has two testing requirements: basic skills and content area testing. The testing requirements must be successfully completed within one calendar year of issuance of the first residency teacher temporary permit for first-time, out-of-state candidates.

Out-of-state applicants must pass a basic skills test (WEST-B) within 12 months of receiving a temporary permit. Out-of-state applicants must pass an endorsement content knowledge test (WEST-E) within 12 months of receiving a temporary permit.

## WEST VIRGINIA

**Coursework:** West Virginia requires a bachelor's degree, but does not have any specific history/social studies undergraduate credit hour requirements.

**Testing:** Persons who meet one or more of the following criteria may be exempt from the *Praxis I* (reading, writing and math):

- Hold certification through the National Board of Professional Teaching Standards.
- Hold or have held a West Virginia Professional Certificate.
- Hold a master's degree from an accredited institution of higher education.
- Attained, from a single administration, a composite score of 25 on the American College Test, 26 on the ACT enhanced (effective November 1989), 1035 on the Scholastic Achievement Test, 1125 on the re-centered SAT (effective April 1995), or 1170 on the revised SAT using the combined Critical Reading and Math score (effective March 2005).
- Satisfied a passing score in basic skills reading, writing and mathematics in another state.
- Hold a valid out-of-state certificate in the content area.
- Successfully completed three years of experience within the last seven years in one or a combination of specializations recognized on an out-of-state professional certificate valid during those three years.

For history certification, applicants must score at least 148 on *Praxis II* Social Studies: Content Knowledge (U.S. History is 20 percent of test).

## WISCONSIN

**Coursework:** Candidates must complete the bachelor's degree at an approved Wisconsin colleges/universities program *OR* a transferable program from out-of-state. They must also complete all the requirements of the approved teacher licensure program.

**Testing:** All candidates who complete their educator preparation programs in a Wisconsin college/university or alternative program after August 31, 2004 are required to complete and pass subject area tests for their licensure area to qualify for a Wisconsin educator license. There is no waiver for the subject area test requirement for each candidate's licensure area. The subject area test requirements also apply to educators returning to complete a new licensure area (e.g. subject) after August 31, 2004.

All applicants are required to take *Praxis* basic skills test in reading, writing and math. Subject area tests information for history certification. *Praxis II* World & U.S. History – Content Knowledge, applicants must score at least 150.

## WYOMING

**Coursework:** Applicants will have:

- Earned a baccalaureate degree.
- Completed an approved program of teacher education from a regionally or National Council for Accrediting of Teacher Education (NCATE) accredited institution.
- Earned an institutional recommendation for licensure.
- Demonstrated knowledge of the U.S. and Wyoming Constitutions in one of two ways:
  - Demonstration of Knowledge through Coursework: Courses which demonstrate knowledge of the U.S. Constitution must cover U.S. History prior to 1865 and include the study of the Constitution. Political Science courses may be counted if the coursework included study of the Constitution. If there are questions about the content of the curriculum, Professional Teaching Standards Board (PTSB) may require an applicant to submit course descriptions. Graduates from a Wyoming Community College or the University of Wyoming have already met this requirement.
  - Demonstration of Knowledge through Examination: If applicants have not completed coursework to meet the requirement of U.S. and Wyoming Constitution Study, they may demonstrate knowledge through an exam. PTSB has created two multiple-choice exams that may be taken at any Wyoming school district administration office or the PTSB office.

Applicants can also prove a “demonstration of competency” as an alternative route for adding an endorsement area to a Wyoming Educator License. It allows an applicant to utilize previously completed coursework from an institution of higher education toward obtaining a Wyoming endorsement. Complete requirements for a Demonstration of Competency are as follows:

- Completion of 27 semester hours of coursework in the applicable content area from a regionally or National Council for Accrediting of Teacher Education accredited institution of high education.
- Nine (9) of the 27 semester hours must have been completed within the past five years.
- Only coursework with a grade of “C” or better will be accepted.
- A maximum of three semester hours may be in pedagogy and must be at the grade level for which the applicant is already currently licensed.
- The applicant must receive a passing score on a PTSB approved *Praxis II* exam in the appropriate content endorsement area.
- An applicant may only use the Demonstration of Competency route to add an endorsement at the grade level for which the applicant is already currently licensed.

**Testing:** Applicants who are applying for their first educator license in Elementary Education or Social Studies Composite are required to pass *The Praxis Series™* tests for their certification area. The test is Social Studies: Content Knowledge (U.S. History - 20 percent) and the cut score is 158.

For applicants who are not getting their first educator license, but who are adding a history endorsement, they must pass *Praxis II: World and U.S. History: Content Knowledge* with a cut score of 146.

***Also by the Lexington Institute:***

*The Teaching of American History: Promise and Performance,*  
December 2009, by Robert Holland.  
Available at [www.lexingtoninstitute.org](http://www.lexingtoninstitute.org)

## ABOUT THE AUTHORS:

Education has been **Robert Holland's** highest-priority issue during his career as an education reporter, editorial writer, op-ed page editor and columnist, think-tank analyst, and author.

**Dave Inman**, Founder & CEO of InForm Education, has experience as a teacher, administrator, board member, and businessperson. He served Program Director of Breakthrough New Orleans.

**Kristen Nye Larson** has more than 15 years experience in communications and public relations roles. She has worked in the education reform community and in 2012, was elected for a 4-year term to the citywide Richmond School Board, an urban school district that serves 23,000 children.

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