

The State of Teacher Licensure and Mobility

Overview

Teaching is the most heavily regulated profession in America. While the requirements for teacher licensure, as with most professions, vary from state to state, teachers consistently face the largest volume of requirements to both earn and maintain credentials. Along with this heavy regulation, licenses for teachers are highly segmented and specialized. Each teacher license finds itself somewhere in a matrix of “vertical” requirements (school age group) and “horizontal” requirements (content area), with a varying number of specializations available for licensing.

Interstate mobility for licensed professionals can be difficult, largely due to this 50-state patchwork of licensing requirements. For teachers, the complexity of both the licensing process and the licenses themselves can make interstate mobility extremely difficult, time-consuming, and costly.

To better capture the elements of the 51 separate sets of requirements for teacher licensure (50 states and the District of Columbia), and to develop a clearer picture of the various elements relevant to teacher mobility, The Council of State Governments, in the fall and winter of 2020, developed a database identifying the requirements each state has for teacher certification. Gathering this scattered data into a single database eliminates much of the confusion around differing state requirements and makes direct licensure comparisons among states and the District of Columbia – the state a licensed teacher moves from and the state they will move to, for example – much easier. During this time, CSG also conducted a national analysis of the processes involved in mobility and compiled data on how, if at all, each state recognizes certification through the National Board for Professional Teaching Standards.

Commonalities in Licensing Requirements

Before discussing the contents of the database, there are two components of teacher licensure that are not included, but should be discussed. These are requirements toward becoming a licensed teacher that are consistent across all states: applicants must have 1) earned a bachelor’s degree and 2) completed an approved teacher preparation program (TPP) designed to adequately prepare candidates for a career as an educator. Often, these paths are combined in colleges of education. These two requirements are part of the [National Association of State Directors of Teacher Education and Certification \(NASDTEC\) Interstate Agreement](#). The NASDTEC Interstate Agreement stipulates the types and levels of licensure and establishes an expectation that out-of-state licenses are recognized, complemented by whatever caveats or additional requirements a particular state deems necessary. Forty-seven states have joined this interstate agreement; only New Mexico, New York, and South Dakota have not (New York has not formally joined, but has passed the language into state statute, effectively joining).



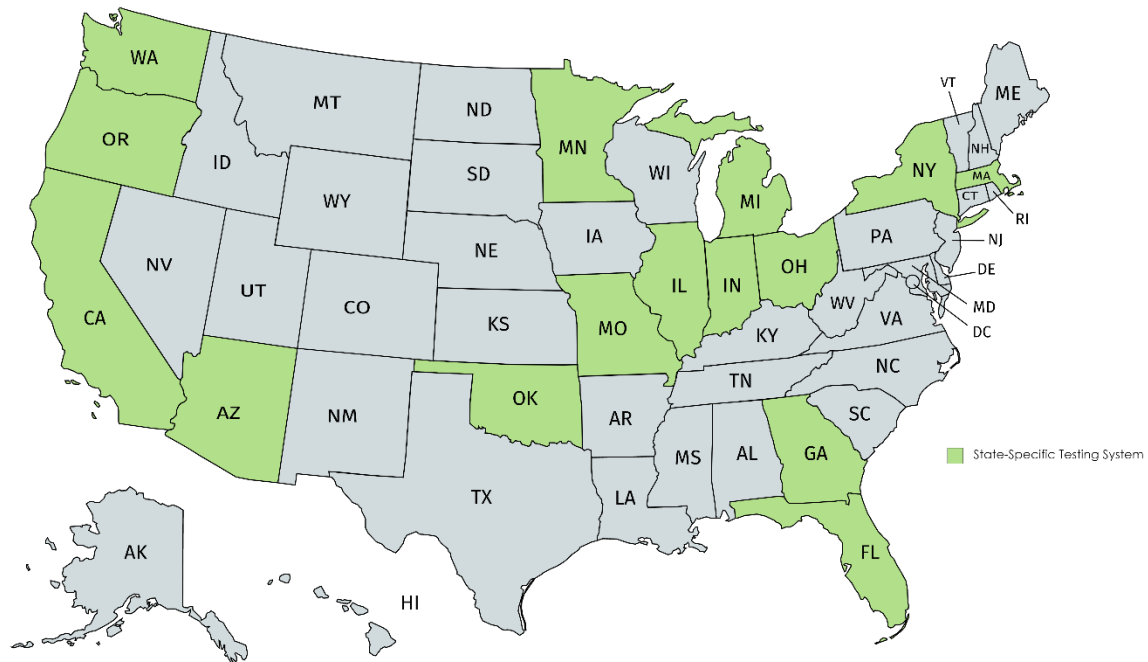
As Executive Director Phillip Rogers describes it, the NASDTEC Interstate Agreement is, “a handshake, not a mandate.” There are no enforcement mechanisms in the Agreement, so states are not necessarily beholden to its contents. Any state requirements toward teacher licensure beyond earning a bachelor’s degree and graduating from a TPP are known as “Jurisdiction-Specific Requirements”(JSR). JSR can vary greatly from state to state; the database (Appendix A) captures that information.

The most prevalent pathway for interstate teacher mobility currently is the process by which states examine the existing license (and its requisite requirements) of an out-of-state candidate, determine which, if any, receiving state JSRs they have not completed, and determining pathways for these out-of-state teachers to fill these gaps under a provisional license or before the issuance of a license at all. This process is conducted on a case-by-case basis; setting policies to expedite this process can be difficult, since states must theoretically prepare to process out-of-state licenses from 49 other states, 5 territories, the District of Columbia, and the Department of Defense Education Activity (DoDEA).

Competency Assessments

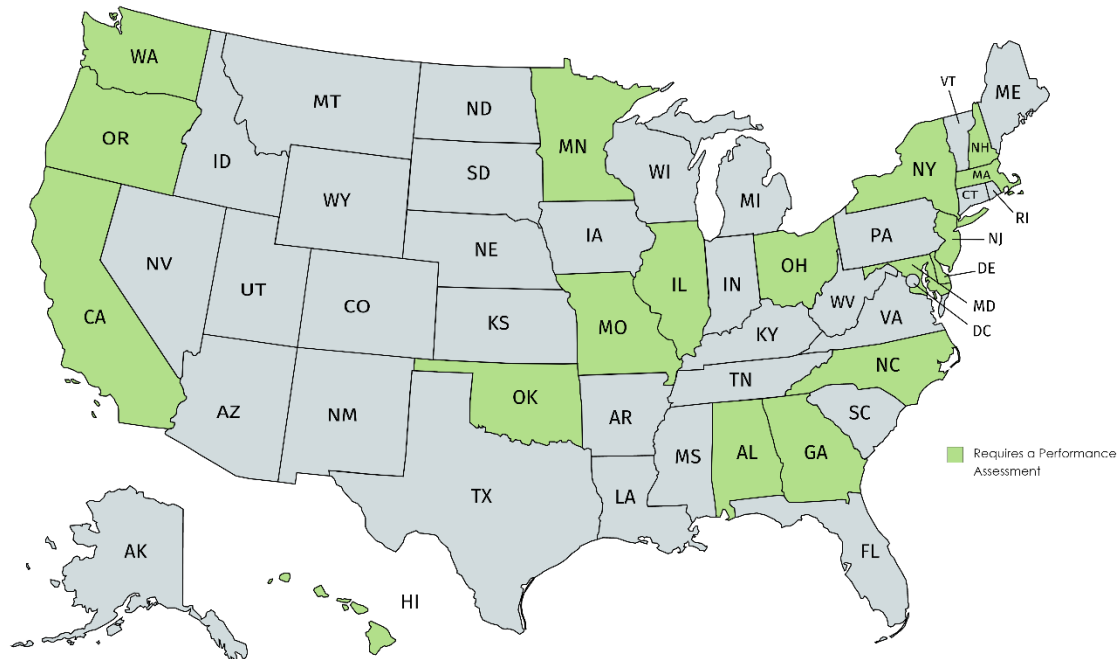


For assessments, states often will use the Praxis exams, created by the Educational Testing Service (ETS). As indicated in the database, 14 states have developed their own full or partial testing systems for the purpose of initial teacher licensure and renewal – Virginia, for example, has the Virginia Communication and Literacy Assessment and New York requires applicants to pass the Educating All Students (EAS) examination.





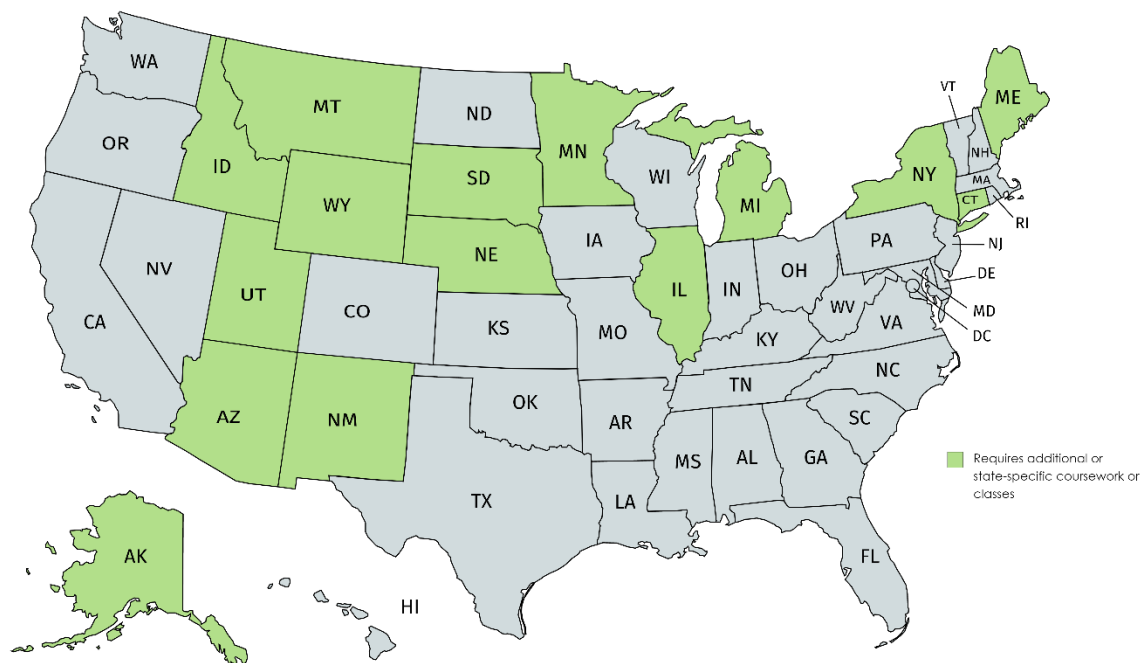
In terms of performance assessment, the most common is the educative Teacher Performance Assessment (edTPA), offered by ETS. Currently, 19 states require a performance assessment for individuals seeking licensure as an educator, but trends suggest that this type of assessment will expand to more states. Many states offer this assessment as part of a TPP.





State Specific Coursework

Many states require specific coursework for teachers to be licensed. Such courses often are available at a state's various institutions of higher education, but in some cases might be available through online vendors. Like the degree and TPP requirements, the cost of this additional coursework is paid by the candidate, such as Arizona's required coursework on the Arizona and U.S. Constitutions. However, some coursework is available for free online, such as Montana's "An Introduction to Indian Education for All in Montana."



Measures of Protection

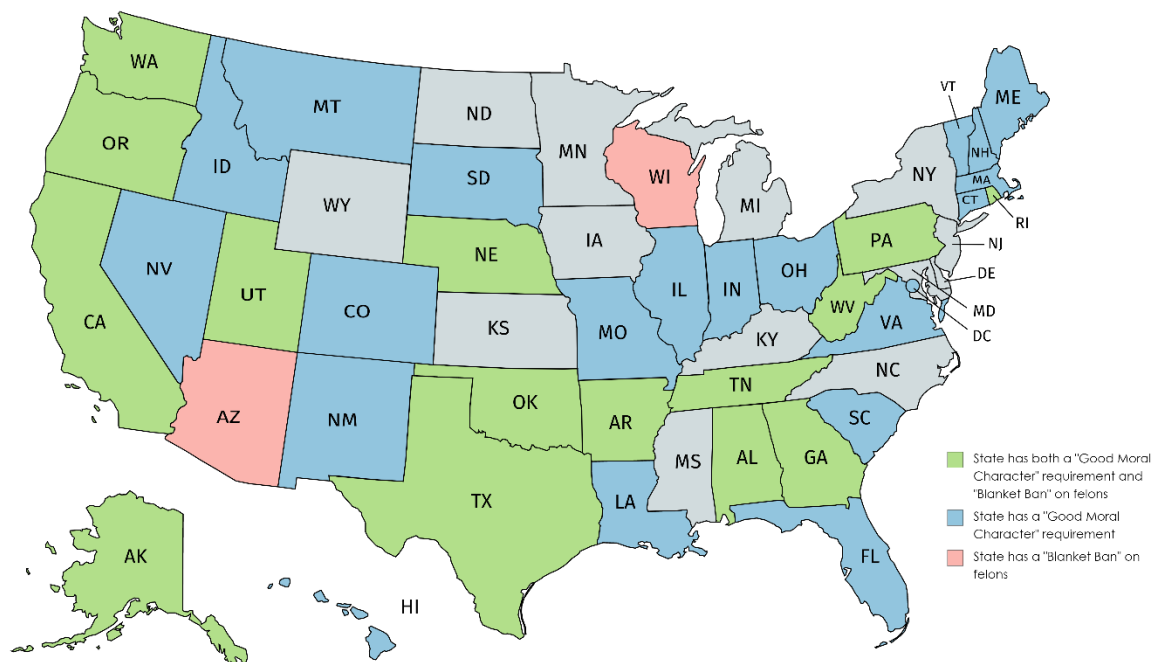
States are typically mandated by their state constitutions to establish and maintain state systems of education. Part of this responsibility is the protection of the health and safety of students under the care of these systems. States have developed various mechanisms designed to do this. First, all states require **background checks** for teachers. While almost all states require a background check as part of the licensure application process, seven states – Illinois, Michigan, Mississippi, North Carolina, South Dakota, Tennessee and Virginia – do not require a background check until application for employment. In these seven states, the responsibility for background checks falls on the hiring district rather than the state.

Many states have taken additional steps toward protecting the health and safety of students. All but 15 states have a "good moral character" clause as part of their licensing statute. Such a clause allows licensing boards to deny or revoke licensure to a candidate who does not demonstrate good moral



character as determined by the licensing board. Often, this quality is determined based on criminal history, including convictions for minor offenses and sometimes arrests that never led to a conviction. Even states that do not have these explicit “good character” provisions in their licensing laws may nonetheless have restrictions on the ability of licensing boards to reject a license application based largely on the criminal history of an applicant. Many states are moving to bring better definition to “good moral character,” linking the type of criminal history to the occupation to establish reasonable grounds for exclusion of candidates; other states are choosing to eliminate “good moral character” clauses altogether.

Additionally, 18 states have “blanket bans,” an automatic disqualification which prohibits a person with a felony conviction from obtaining a teaching certification. Some states narrow this to only felonies directly related to the safety of children.

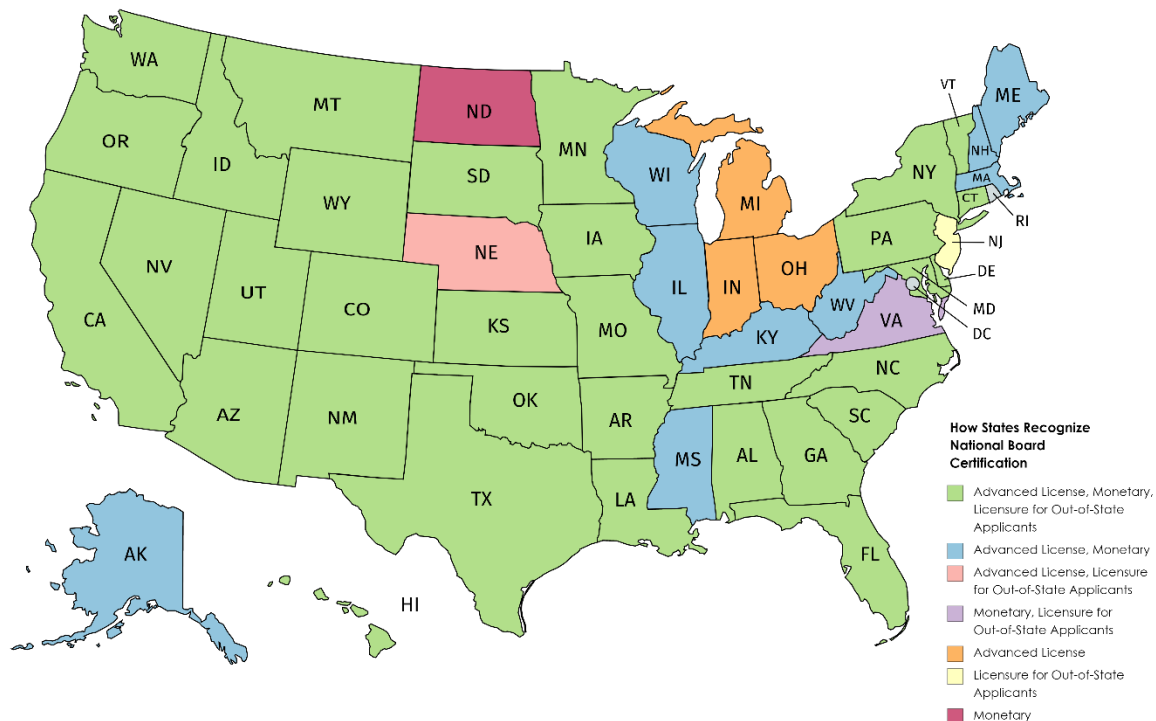




National Certifications

In addition to this case-by-case pathway to licensure, another approach is through national certification, the most prevalent form of which is the National Board for Professional Teaching Standards (NBPTS).

- Forty-nine states recognize NBPTS certification in some way (Rhode Island does not, nor does the District of Columbia).
- Thirty-two states recognize NBPTS certification as a pathway for licensed out-of-state teachers to meet qualifications for one or more levels of licensure.
- Four states (Georgia, Idaho, Louisiana and Nebraska), while not recognizing NBPTS certification alone as sufficient to merit mobility, waive various requirements for licensure in their state that were not mandated by the previous state. For example, NBPTS certified teachers moving to Idaho qualify to have the pedagogy assessment requirement waived if their previous state did not require this assessment.
- The remaining states recognize NBPTS certification for other purposes: teacher license renewal and/or advancement and monetary recognition.

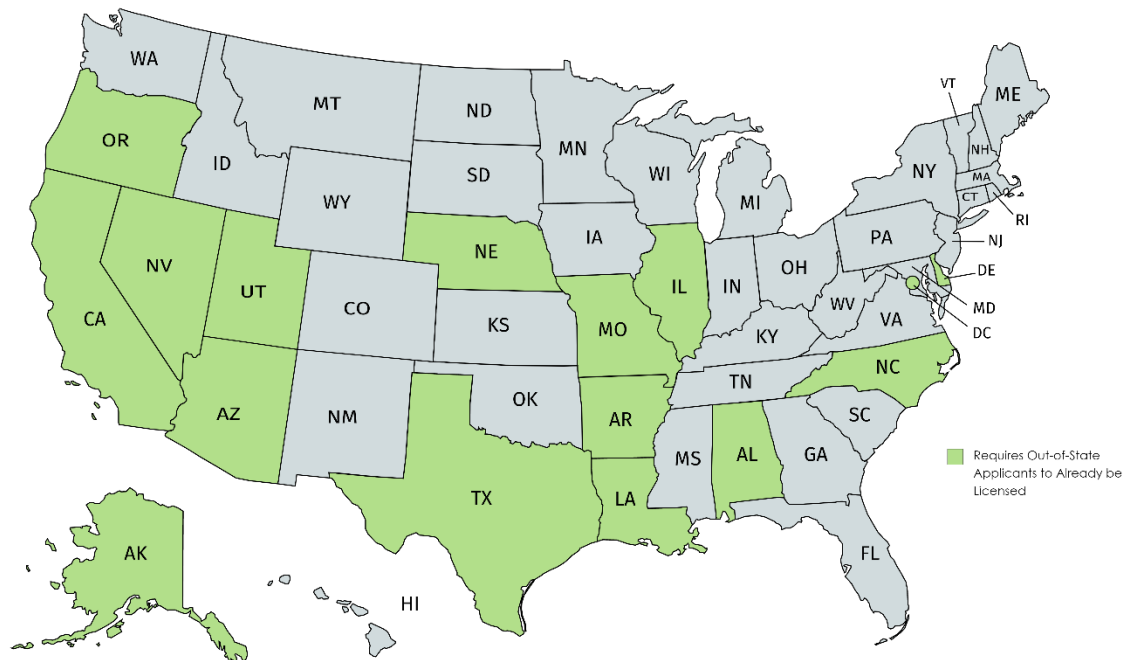


NBPTS certification has broad, national appeal, making it a useful tool for states seeking greater mobility for teachers. However, the process to earn NBPTS certification can be costly, with teachers facing a \$1,975 price tag. The process also can be time-consuming – while it is possible to complete the full program in one year, competing demands on time often cause the process to be spread across multiple

years. States should consider both the confidence in abilities that NBPTS provides as well as the time and financial costs to individual teachers.

Initial Certification for Out-of-State Applicants

An additional area of concern is out-of-state applicants who have not yet obtained a teaching certification. In line with the NASDTEC Interstate Agreement, 35 states allow graduates from out-of-state teacher preparation programs at accredited institutions of higher education to apply for initial licensure in their jurisdiction; the remaining 15 states and the District of Columbia require these individuals to obtain an initial license in their home state and then complete the process of transferring that license to the new state.

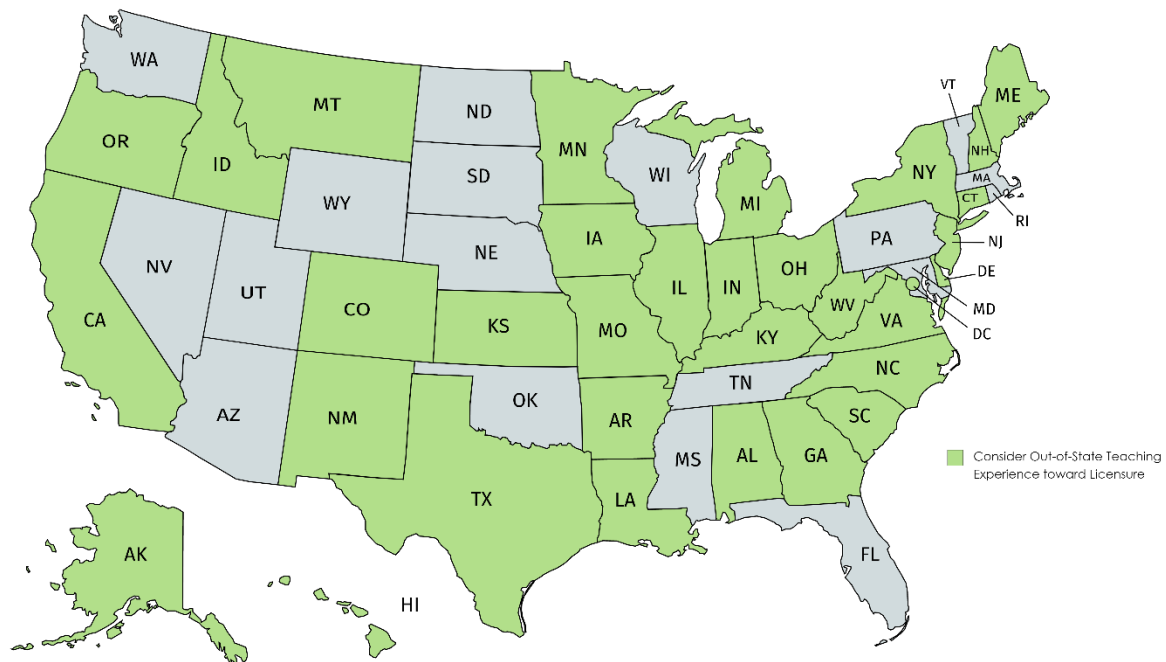




Recognition of Out-of-State Education and Experience

Teachers with substantial classroom experience might be concerned that their license status and their placement on a new salary schedule might not be comparable to what they earned in their previous state. States have an interest in balancing their need to attract experienced talent to their classrooms while maintaining a sense of fairness to current teachers in their state.

Thirty-three states offer licensure incentives for out-of-state teachers who have various levels of successful teaching experience. However, the intricacies of each state's statutes and policies require in-depth discussion.



- **Alabama** recognizes the same years of experience for out-of-state teachers as for in-state teachers. The state increases salary based on the level of degree the teacher holds and the years of experience, but the advanced degree must be earned from a regionally accredited institution.
- **Alaska** offers in-state and out-of-state teachers with two years of experience with a public school district the opportunity to apply for a Professional Teacher certificate. Alaska is a “local control” state with salaries and benefits determined by district. Alaska does not recognize more than six years of out-of-state experience to establish a teacher’s position on a salary schedule. For teachers holding a master’s degree, Alaska will recognize up to eight years of out-of-state experience.



- **Arizona** does not have a tiered licensure system and out-of-state teachers who meet the requirements are granted standard certification. Teacher salary schedules are determined by district. However, Arizona statute prohibits advancement in these salary schedules based on teacher experience.
- **Arkansas'** minimum salary schedule for classroom teachers is determined by the board of directors in each school district. The state allows teacher placement on the salary schedule to be determined by years of experience. In order to consider out-of-state teacher experience for placement on a salary schedule, the teacher must present a valid teaching license from the state where experience was obtained.
- **California's** salary schedules are determined by district. Generally, teachers are placed in higher salary lanes by gaining more education and years of experience. In many districts, teachers stop getting raises after a certain number of years (which varies from about 9-11 years) in the classroom but can still increase their salaries by obtaining more degrees. California has a [two-tiered](#) credential structure and will issue experienced out-of-state teachers with two or more years of teaching experience a clear credential. If the out-of-state teacher has less than two years of experience, they must meet additional requirements in order to receive a standard teacher certificate.
- **Colorado** grants a professional-level (five year) license to out-of-state teachers with three years of experience obtained within the previous seven years. If a candidate has less than three years of experience, they will be issued an initial-level (three year) license. Teacher salary schedules are determined by district. For example, teachers new to the [Mesa County Valley District](#) are initially placed based on their experience - up to 15 years of experience (within the last 20 years) is recognized, while in [Denver](#) only 10 years in the last 15 years is recognized.
- **Connecticut** salary schedules are determined by district, but in almost [all districts](#) earning advanced degrees will increase teacher salaries. Out-of-state teachers seeking certification in Connecticut will be eligible for a Provisional License if they have 30 months of teaching experience.
- **Delaware** has three main licensure levels: Initial, Continuing and Advanced. Educators with over four years of experience, among other requirements, are eligible for a Continuing License. Teacher salary schedules are determined by the [state](#) with a cutoff of 15 years of experience. The state encourages districts to recognize related professional experience for teacher salary schedules. The state has a minimum teacher salary schedule based on years of teaching experience and degree level/credit accumulation.



- **District of Columbia** grants license eligibility to out-of-state [teachers](#) with at least two years of experience within five years of application. The law makes no mention of salary requirements.
- **Florida** does not recognize years of experience as it pertains to licensure. Out-of-state applicants for licensure who can provide a valid teacher's license from another state are eligible for a Professional License. Teacher salary schedules are determined by [district boards](#) under a performance-based assessment.
- **Georgia** provides higher level licenses depending on years of teaching experience. Teachers with less than three years of experience are eligible for an [Induction certificate](#). Teachers with five years of experience may be [exempt](#) from some content testing requirements. Teacher salary schedules are determined by the [state](#) and based on years of teaching experience and degree level.
- **Hawaii** provides a Standard License to out-of-state teachers with verified three years of experience earned in the last five years. If the candidate cannot verify the necessary experience, they are given a Provisional License. Teacher salary schedules are determined by the [state](#). Out-of-state teachers are initially placed on the first step of the salary schedule and only six years of teaching experience can be counted. The Hawaii Department of Education can provide a one-time award of \$2,000 for recruited out-of-state teachers. Additionally, Hawaii will recognize military experience with up to four years of salary credit.
- **Idaho** teacher salary schedules are determined by district, but the [state](#) determines a minimum salary of \$38,500 or \$42,500 with professional endorsement. Out-of-state teachers are issued an Interim Certificate and can only apply for a professional certificate after having taught in Idaho for at least one year.
- **Illinois** teacher salary schedules are determined by the [state](#) and based on years of experience and degree level. The educative Teacher Performance Assessment "[edTPA](#)" is waived for out-of-state candidates with at least one year of teaching experience in pursuit of a [Professional](#) Educator License.
- **Indiana** teacher salary schedules are determined by district. However, the state requires that schedules be based on experience, relevant degrees, leadership roles, evaluation marks and student needs in the district. Out-of-state teachers with less than three years of experience can apply for an [Initial Practitioner](#) license. Candidates with more than three years of experience can apply for a Practitioner license.



- **Iowa** minimum teacher salary requirements are determined by the [state](#). Out-of-state teachers with less than three years of experience can receive an Initial License while candidates with over three years of experience are eligible for a Standard License. Any teacher with five years of experience and a master's degree or 10 years of experience does not have to complete additional coursework. Out-of-state teachers with three or more years of experience are exempt from some testing requirements.
- **Kansas** teacher salary schedules are determined by local school boards. [Out-of-state](#) teachers with at least one year of experience in the last six years can qualify for an Initial License and teachers with at least three years of experience in the last six years can qualify for a Professional License and can be exempt from assessment requirements. For out-of-state teachers who have three years of recent experience or five years of total experience, Kansas waives licensing tests.
- **Kentucky** teacher minimum salaries are determined by the [state](#), but each district can determine its full salary schedule. Salary schedules are based on years of experience and the rank of licensure, recognizing up to [20](#) years of experience. Out-of-state candidates with at least two years of experience may be exempt from some PRAXIS testing requirements.
- **Louisiana** teacher salary schedules are determined by local school boards. However, the state requires that boards consider school need, degree level, experience and effectiveness when determining pay. Teachers from other states with a valid license may be eligible for a [Professional Level 1](#) license. In order to receive credit for having three or more years of experience, out-of-state teachers are evaluated. The state will waive licensing tests for candidates with three or more years of experience who have taught in Louisiana for one year.
- **Maine** teacher minimum salaries are determined by the [state](#). Out-of-state teachers (from a state participating in NASDTEC) with three years of experience can receive a [Professional Teacher Certificate](#). There still may be additional requirements regardless of experience, but candidates can teach under a Conditional License until the additional requirements are resolved.
- **Maryland** has [a salary schedule](#) determined by the local school system with maximums and minimums set at the state level. Maryland [has four primary levels of teacher licensure](#) in the form of a Professional Eligibility Certificate, Standard Professional Certificate I and 2 and the Advanced Professional Certificate. Out-of-state applicants from states other than [from Pennsylvania and Oklahoma](#) are ineligible for a reciprocal license. Sending proof of licensing in home states and meeting other requirements (notably, exams and employment by a Maryland school) may qualify [applicants for higher levels of licensure](#).



- **Massachusetts** allows teachers applying from out-of-state for licensing eligibility for three levels of licensure. The primary route for out-of-state teachers is [obtaining a Temporary License](#), which is valid for one year and is targeted toward teachers licensed in another state but who have not passed the required, Massachusetts specific examinations (Massachusetts Tests for Educator Licensure and the Sheltered English Immersion (SEI) Endorsement. Out-of-state teachers also can be [eligible for a Provisional License](#) (valid for five years) with the MTEL examinations but without the SEI Endorsement. The Provisional and Initial licenses are non-renewable. out-of-state applicants can be eligible for a full Initial License with the passage of the MTEL examinations and an SEI Endorsement as long as the TPP was completed in a state that is party to the NASDTEC Interstate Agreement or a college or university program approved by the State Commissioner. Teachers with an equivalent license from a NASDTEC state may be eligible for initial licensure if other requirements are met. Teachers applying from out-of-state cannot move to a Professional License immediately as that requires at least three years teaching under a [Massachusetts Initial License](#).
- **Michigan** allows out-of-state applicants for licensure to apply directly to the second level of licensure (Professional) with three years of successful teaching with a standing certification in their home state. These applicants also are exempt from assessments if they have 18 hours toward a planned program since they were issued a teaching license and meet the Michigan [reading credit requirement](#).
- **Minnesota** has [four tiers of teacher licensure](#) (with the first primarily targeted at probationary teachers waiting to fulfill some requirements). Applicants from out-of-state can apply for a Tier 2 License with [either a master's degree](#) in a subject area or a completed TPP and two years of teaching experience in a subject area. An OOS applicant also can apply for a Tier 3 License with a standing, professional level license in another state and two years of experience. It is not possible for a teacher to be eligible for a Tier 4 License until they have taught in Minnesota for at least three years. Minnesota grants teachers with National Board Certification a temporary license until they have completed any [outstanding Minnesota examination requirements](#).
- **Mississippi** has a [state-level salary schedule](#) for each level of teaching license (Class A-AAAA). OOS applicants can apply directly for an equivalent form of each license with [the required degree](#) (master's degree for AA; specialist's degree for AAA; doctoral for AAAA).
- **Missouri** [statute dictates how OOS teachers](#) are issued different levels of certification. Missouri allows teachers with experience moving into the state to gain a higher level of initial licensing. Missouri has [two levels of teacher licensure](#): Initial Career Education Certificate (ICEC) and a Continuous Career Education Certificate (CCEC). Moving from an ICEC to a CCEC requires four years of experience, 90 hours of professional development, a performance review and participation



in a mentoring program. Missouri [will consider OOS applicants](#) who have 'commensurate experience' to be eligible directly for a CCEC, which is valid for 99 years.

- **Montana** salary schedules are determined at the district level. Montana has two primary levels of teacher licensure. A [Class 2 License](#) is a standard teaching license generally for recent graduates of teacher preparation programs gaining their first Montana teaching license. A Class 1 (Professional) License requires a master's degree or NBPTS Certificate and three years of experience after a traditional TPP or five years of experience after a non-traditional TPP. An OOS applicant can apply directly to a Class 1 License by meeting those requirements as well as the passage of Montana Praxis requirements and completion of a free, online class ([An Introduction to Indiana Education for All in Montana](#)).
- **Nebraska** determines at the state level where OOS teachers are placed on the career ladder. Applicants with valid credentials and teaching experience out-of-state will be given a provisional license while working toward requirements for upper-level licenses. These extra requirements include courses on [Human Relations and Special Education](#), however those requirements can be fulfilled through the submission of a narrative showing competency in those areas, earned through work experience. State statute dictates that OOS applicants may be eligible for upper-level licenses after moving, but each applicant is handled individually by a Certification Analyst.
- **Nevada** placement of OOS teachers [is dictated by Nevada statute](#). Salary schedules are made at [the district level](#). Applicants with a valid license in another state that is non-conditional and non-provisional will go through an individual process. Submitting the license and a form showing teaching experience in the licensed state generally waives testing requirements for an initial license and instead [the Nevada Department of Education staff](#) will match the license and experience with the closest licensing level in Nevada.
- **New Hampshire** gives local districts discretion to create salary schedules, but state lawmakers have a [funding formula for budgetary purposes](#). New Hampshire has two levels of teacher licensure. Teacher applicants [from out-of-state](#) can potentially be eligible for an [Experienced Educator Certificate](#) with a license in good standing from another state and three years of verified teaching experience at the elementary or secondary level.
- **New Jersey** has a state-mandated placement system for OOS applicants applying to their first New Jersey license. With only two forms of licensing (provisional and standard), an OOS applicant can be [eligible for a standard license](#) with a valid standard certificate issued by another state and demonstration of at least two effective years of teaching within three consecutive years of the last



four calendar years. OOS applicants also can achieve a standard certification level with an NBPTS Certificate.

- **New Mexico** has a [state-level salary schedule](#) outlined [in statute](#). This correlates with the three levels of licensure in New Mexico for which OOS applicants may be eligible. An applicant with a bachelor's degree, an NBPTS Certificate and at least three years of teaching experience can apply directly to a Level 2 License. An applicant with a master's degree, an NBPTS Certificate and at least six years of teaching experience can apply directly for a [Level 3 License](#).
- **New York** has two levels of licensure (initial and professional). The New York State Department of Education has created a pathway for teachers from another state with a valid license and three years of teaching experience to gain an [initial license without otherwise required exams](#). There is no pathway for an OOS applicant to immediately gain a professional license, regardless of experience. Salary schedules are determined at the district level.
- **North Carolina** utilizes a [state-level salary schedule](#) for teachers and other school staff. OOS applicants can [apply directly for the higher level of licensure](#) (Continuing Practice License) in North Carolina with at least three years of experience. Out-of-state years of experience count toward salary. OOS applicants with a National Board Certification also can apply directly for a Continuing Practice License.
- **North Dakota** does not have a path to higher levels of licensure for OOS applicants.
- **Ohio** [salary schedules](#) are determined by the state. There are two pathways for incoming OOS applicant teachers. If an applicant already is employed at an Ohio school and has not yet completed all licensure exams, they may apply for a one-year license. If an applicant has a valid standard or professional license from their home state and at least three years of teaching experience, they may apply directly for the highest level of licensure in Ohio, [a five-year professional license](#).
- **Oklahoma** has a [state-level](#) minimum salary schedule. [Oklahoma has one level of teacher licensure](#), for which an OOS applicant can apply.
- **Oregon** [salary schedules](#) are set at the district level and the steps are generally between years of experience and level of education. Education and years of experience in other states can be counted as long [as a school leader](#) from the past experience submits a form. The only path for an OOS licensed teacher to an Oregon license is by utilizing a one-year reciprocal license while working toward the requirements for either a Preliminary or Professional Teaching License.



- **Pennsylvania** maintains two levels of teacher licensure. Out-of-state teachers are eligible for Pennsylvania's Level II License if the teacher holds the NBPTS Credential comparable to the Pennsylvania certificate type for which they apply. Out-of-state teachers who do not hold the NBPTS Certificate, regardless of education or experience, are eligible for a Level I License only. Pennsylvania has a minimum salary schedule for teachers that applies only to service within an individual school district. Teachers who transfer between districts in-state and out-of-state negotiate the placement on the salary schedule with the employing district.
- **Rhode Island** grants educators with an out-of-state license full reciprocity if their credentials include fulfillment of Rhode Island's educator testing requirements. Educators with an out-of-state license but whose credentials do not include fulfillment of Rhode Island's educator testing requirements can receive temporary certification. Rhode Island law requires school districts to establish minimum salary schedules that recognize years of service, experience and training for all certified personnel with no more than 12 annual steps. Out-of-state educators negotiate the placement on the salary schedule with the employing district.
- **South Carolina** grants out-of-state teachers applying for certification through reciprocity a lower level, 'Initial Certificate,' but applicants immediately are evaluated for the higher level, 'Professional Certificate.' Out-of-state teachers with at least three years of experience within the past seven years in the same state or territory can qualify for the Professional Certificate. South Carolina maintains a statewide salary schedule for teachers that is based on years of teaching experience and advanced degree and/or continuing education credit accumulation. Out-of-state teachers negotiate the placement on the salary schedule with the employing district.
- **South Dakota** has professional and advanced certifications for teachers. Out-of-state teachers may be eligible for Advanced Certification via reciprocity with a comparable NBPTS Certificate. Out-of-state educators are eligible for one-year provisional certification if they have not completed the South Dakota Indian Studies Course. South Dakota requires school districts to determine the compensation of personnel. Out-of-state educators negotiate placement on the employing district's salary schedule.
- **Tennessee** maintains a minimum state salary schedule for teachers that recognizes years of experience and attainment of advanced degrees. Local districts can submit salary schedules to the state Board of Education that increase compensation for teachers. As a result, out-of-state teachers negotiate the placement on the salary schedule with the employing district.



- **Texas** teachers' minimum salary schedules are determined by the [state](#) and based on years of experience (up to 20). Out-of-state teachers who can verify one year of full-time teaching experience are [exempt](#) from some testing requirements. If a candidate has less than a year of experience, they are not exempt from any test and are eligible for a One-Year Certificate. Texas [encourages](#) districts to give financial incentives to teachers with related experience, including experience gained out-of-state.
- **Utah** has two tiers of teacher licensure: associate and professional. Utah does not have automatic reciprocity with other states, but will evaluate licensure applications from out-of-state teachers. If out-of-state teachers have the appropriate credentials and experience, they can be issued a professional license. Utah does not have a statewide minimum salary schedule. It directs districts to create a salary schedule that aligns with the district's annual evaluation system. Teachers advance in the salary schedule based on these evaluations. Out-of-state teachers negotiate placement on the salary schedule with the employing district. Out-of-state teachers with certification from the NBPTS are eligible for compensation bonuses.
- **Vermont** maintains reciprocity agreements for out-of-state teachers through the NASDTEC Interstate Agreement. Teacher licensure in Vermont has two levels. Out-of-state teachers with a license from a state participating in NASDTEC can be granted the lower level license.
- **Virginia** authorizes [local boards](#) to develop salary schedules. Candidates from out-of-state with at least [three years](#) of experience may be exempt from some testing requirements for licensure and are eligible to receive a [higher level](#) license (either a Collegiate Professional License or a Postgraduate Professional License).
- **Washington** allows teachers to move from a Residency (initial) License to a Professional License with two years of experience and either a ProTeach Portfolio or earning National Board Certification. Due to the rigor of these requirements, only teachers who also hold a National Board Certification or hold a Master Educator License from Wisconsin or Professional License from Ohio are eligible to apply straight to [a Professional License in Washington](#). Teachers applying from any other states need to apply for the first level of teacher license in Washington. Washington also allows for a conditional license for out-of-state teachers who are being directly sought by districts. This license can be reissued for two years.
- **West Virginia** recognizes out-of-state teaching experience at a number of levels. First, an applicant for West Virginia licensure can apply directly for the five-year professional license and be exempt from the educator internship requirement with five years of teaching experience in their home state. At the permanent professional level, applicants with an equivalent (permanent) license in their home state as well as five years of teaching experience in the endorsement area they are seeking and in a public school setting can apply directly for a permanent license.



- **Wisconsin** manages teaching licenses under Tier II, Tier III and Tier IV. Out-of-state educators are [eligible for a Tier II License](#) and must work in Wisconsin to move to other tiers, as well as meet other requirements. Wisconsin teacher salary schedules are determined at the district level.
- **Wyoming** teacher salary schedules are determined at the [district level](#). Wyoming only offers one level of teacher licensure and [recognizes licenses](#) obtained with supervised student teaching and required testing and added endorsements through similar methods as Wyoming's. Because Wyoming does not have a tiered licensing system and salary schedules are determined by years of experience and level of education, placement on salary schedules is at the discretion of the district.

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