State Recertification

Requirements and Recommendations for All Teachers of English Learners

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An Analysis of State Recertification Requirements and Recommendations for All Teachers of English Learners

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Executive Summary

The number of students identified as English learners (ELs) in U.S. public schools has grown over the last few decades, and ELs currently represent nearly 10% of students in U.S. public schools. As a result of the growth of the EL student population, more general education teachers work with ELs in their classrooms than ever before.

This report describes the recertification requirements by state for in-service general education teachers as they relate to English learner education. The paper begins with an introduction, followed by descriptions of our guiding questions, data, and findings. Following the findings is a discussion of recommendations to strengthen the preparation of all teachers to fully support English learners in their classrooms. The paper closes with a conclusion and includes appendices containing more detailed information related to data collection.

Our key findings include:

- In many (but not all) states, recertification in general is required every five years and necessitates evidence of continued learning such as college credit or semester hours, continuing education units, or professional development (PD) hours.
- The overwhelming majority of the 50 states, plus the District of Columbia, do not currently have a policy in place that requires general education teachers to complete any amount of English learner–related professional development in order to renew their general education certification.
- Four states have some type of English learner PD requirement in place for certification renewal: Colorado, Massachusetts, Minnesota, and New York.
- Some states have a requirement for districts to offer English learner PD, although completing the English learner PD is not a requirement for teachers to renew their certification. These states include, but are not limited to, California, Florida, New Mexico, Pennsylvania, and Texas.

Our recommendations are the following:

1. **States should require all teachers to engage** in some kind of high-quality professional development and certification around teaching English learners.
2. **Professional development topics should reflect the realities** of today's schooling, including supporting ELs academically and social-emotionally in face-to-face as well as distance learning environments.
3. **State legislatures should collaborate with key stakeholders** such as state education agencies (SEAs), local education agencies (LEAs), teacher education programs, English learner educators, and English learner advocacy groups in order to assess teacher professional development needs and develop recertification policies and procedures that support adequate preparation for all teachers of English learners.
4. **SEAs should analyze models being used in other states** to promote training and preparation for all educators of English learners to determine which models might be most appropriate and viable in their context.
5. **SEAs and LEAs should offer incentives and opportunities** for general educators to take courses related to language acquisition, language pedagogy, and culturally responsive instruction, among others.
6. **SEAs and LEAs should seek opportunities to elevate** the role of the English learner specialist.
7. **SEAs and LEAs should support flexible ways for educators to engage** in PD related to instruction of English learners, such as online courses, English learner–focused book studies, and professional learning community discussion groups.
8. **SEAs and LEAs should collaborate with local colleges and universities** to develop programs to encourage bilingual populations of high school students and teacher assistants to become teachers.

In order to support equitable education for English learners, educators must understand the rich experiences and cultural backgrounds ELs bring to their learning as well as a shared sense of responsibility for ELs' academic growth.

(Staehr Fenner, 2014; Staehr Fenner & Snyder, 2017)

Introduction

The growing number of students identified as English learners (ELs) in U.S. public schools is no surprise to anyone who has followed educational research in the past two decades.

As of the 2016–17 school year, the number of ELs had reached nearly 4.9 million, growing from 3.8 million in school year 2000–01 (Office of English Language Acquisition [OELA], 2020). The 2016–17 figures represent approximately 10% of the students in U.S. public schools (OELA, 2020). **Demographic shifts in the background, race, and ethnicity of the student population are projected to continue.** The percentage of students enrolled in public schools who are Hispanic[1] is projected to increase from 26% in 2015 to 29% in 2027 (National Center for Education Statistics [NCES], 2019a). In 2015, 29.8% of Hispanic students were identified as English learners and 77.7% of EL students were Hispanic (NCES, 2019b). The percentage of students enrolled in public schools who are Asian/Pacific Islander is projected to increase from 5% in 2015 to 6% in 2027. In 2015, 20.7% of Asian students and 15.6% of Pacific Islander students were identified as ELs (NCES, 2019b). In contrast, the percentage of students enrolled in public schools who are white is projected to decrease from 49% to 45% by 2027 (NCES, 2019a). White students accounted for 6.1% of ELs in 2015 (NCES, 2019b). States such as Arkansas, Kentucky, North Carolina, South Carolina, and Tennessee, which had not previously been known as immigrant destinations, experienced English learner growth of more than 100% between 2000 and 2014 (Sugarman, 2016).

Through our work with educators and educational agencies, we have seen firsthand the steps that many schools and districts are taking to respond to the changing demographics in U.S. public schools. However, despite the fact that English learners spend the majority of their day with general education teachers, much of the professional development (PD) that our company offers educators on supporting English learners is provided to English learner specialists, who already have experience and education related to ELs. **During our PD sessions, English learner specialists often convey to us the need for general education teachers to be taking part in English learner–focused PD as well.**

The consequences of the lack of teacher preparation can be disastrous for English learners. Without adequate supports in the classroom, English learners are more likely to drop out and less likely than their peers to succeed in school (Hakuta & Pecheone, 2016). In school year

[1] Hispanic is the term used in this data set.

2015–16, for example, the nationwide four-year average graduation rate of current English learners was 66.9%, compared to a graduation rate of 84.1% for all students (OELA, 2018).

This gap between the need and the reality led us to question whether most states are taking adequate steps to actively equip *all* teachers with the skills needed to teach English learners. In cases where state policies are in place to ensure all in-service teachers are prepared to teach English learners, we were curious as to what those policies are. In our efforts to find answers to these questions, we found that there was limited research on state recertification requirements specific to the instruction of English learners. **This report describes the recertification requirements by state for in-service general education teachers as they relate to English learner education.** Figure 1, Defining Terms, provides an overview of relevant definitions used in this study.

> [We] question whether most states are taking adequate steps to actively equip ***all teachers*** with the skills needed to teach English learners.

Figure 1. Defining Terms

English learner specialist

An educator who focuses on the instruction of English learners or bilingual learners. These educators are also referred to as ESOL or ESL teachers in many districts. For the purpose of this document, we are not including paraprofessionals in this category.

General education teacher

A teacher who may teach both English learners and non-English learners in a general education classroom (e.g., first grade teacher, math teacher). These educators may also be referred to as classroom teachers at the elementary level or content-area teachers at the secondary level.

In-service teacher

A teacher who has teaching certification and/or is currently teaching.

Pre-service teacher

An individual who is in the process of preparing to become certified to teach through coursework and supervised teaching.

Teacher recertification or license renewal

The process through which in-service teachers receive licensure to continue teaching in a specific state.

Why it is critical to prepare all teachers to teach ELs

For some time, the field of English learner education has advocated for educating English learners in general education or dual language classrooms with proper supports in order to provide students with access to core academic content and language models (U.S. Department of Education, 2015b; Hakuta & Pecheone, 2016; National Academies of Sciences, Engineering, and Medicine, 2017). As a result of the growth of the English learner student population, more general education teachers have English learners in their classrooms. As ESOL teachers often have large numbers of EL students they are responsible for, general education teachers must share the responsibility for the content and language learning of English learners. Although the English learner student population was approximately 10% in 2015–16, English learner specialists (including ESOL and bilingual education teachers) accounted for only 1.4% of teachers at the elementary level and 0.7% of teachers at the secondary level (NCES, 2017). Thus, with the EL population increasing, systems will need to adapt. **At the same time, there is growing recognition that general education teachers—including the ones who have had ELs all along as well as teachers who suddenly find themselves teaching ELs—need to be a vital part of the supports that ELs receive.**

In order for English learners to effectively master grade-level content and skills and acquire English, they need specific instructional supports as well as explicit instruction in academic language (August, 2018; Baker et al., 2014; Goldenberg, 2013). Effectively preparing educators to teach English learners requires providing teachers with opportunities to participate in training and collaboration around instruction of ELs within content areas, as well as with linguistic knowledge and understanding of second language acquisition (Valdés et al., 2014). In addition to having the theoretical and pedagogical knowledge specific to language teaching and learning, educators of English learners must be able to adapt their practice in order to effectively incorporate English learner strategies into their teaching and support English learners in acquiring the academic language needed to meet state content standards (Valdés et al., 2014).

The National Academies of Sciences, Engineering, and Medicine (2017), in their report *Promoting the Educational Success of Children and Youth Learning English*, recommend that state and professional credentialing bodies should require that "all educators with instructional and support roles (e.g., teachers, care and education practitioners, administrators, guidance counselors, psychologists and therapists) … be prepared through credentialing and licensing as well as pre- and in-service training" to work with English learners (p. 476). They recommend the need for professional development in such areas as second

language acquisition, effective practices for English learner instruction and assessment, and the development of skills related to English learner family engagement and advocacy.

Despite the strong need for professional development for all educators of English learners, a vast body of research has demonstrated that general education teachers are not adequately prepared to teach English learners (National Academies of Sciences, Engineering, and Medicine, 2017; Roy-Campbell, 2013). López et al., (2013), in their article "Preparing Teachers of English Language Learners," highlight the great variety in qualifications required to teach English learners across states. They identified only 20 states that required all teachers to take some coursework related to English learner education.

The Every Student Succeeds Act (ESSA), passed in 2015, has also created more impetus for educators at all levels to have a shared sense of accountability for educating English learners. In ESSA, states are required to include the progress ELs are making on their state English language proficiency (ELP) exam in their system of performance indicators (U.S. Department of Education, 2015a). Per the statute, states must administer an annual assessment of ELP that is aligned to the state's ELP standards, which must be aligned to the state's academic standards. Additionally, states must include the EL subgroup when identifying consistently underperforming subgroups, as defined by the state, based on the accountability indicators (U.S. Department of Education, 2015a). States must also report the number and percentage of ELs meeting content standards, including each year up to four years after ELs are exited from English learner services. States are required to disaggregate this data by subgroups that include English learners with disabilities and to provide the number and percentage of English learners who have not been reclassified as English proficient within five years of initial classification (commonly referred to as Long-Term English Learners) (U.S. Department of Education, 2015a). However, despite the growing number of English learners and the federal reporting requirements in ESSA, "no new federal policies have prioritized teacher training for ELs, either pre-service or in-service" (Quintero & Hansen, 2017, para. 14).

Guiding Questions

The **purpose of this study** was to:

1. Analyze current state policies for recertification of general education teachers as they relate to professional development on English learners;
2. Identify which states have particular continuing education or PD requirements related to teaching English learners; and
3. Describe what those continuing education or PD requirements are.

To that end, the **following guiding questions** drove the study's data collection and analysis:

1. Which states have policies that require general education teachers to have continuing education or PD related to the education of English learners in order to be recertified?
2. Of those states that have continuing education or PD policies for all teachers of English learners, what are the specific requirements in terms of areas for professional development and number of hours required for training on teaching English learners?
3. Of those states that do have continuing education or PD policies for all teachers of English learners, how are they similar to or different from each other?

Data Collection Process

In order to answer the study's guiding questions, we reviewed publicly available documents and conducted interviews with selected state and district officials. The initial extant data collection began in early 2019 and was completed in fall 2019. We began the process of data collection with a review of each state education agency's (SEA's) recertification requirements as listed on their websites (see Appendix A). We then followed two approaches, depending on the availability of relevant information on state websites.

For the states that had clear recertification information available on their website, we reached out first via email to the Title III or certification office contact listed on the website. In that communication, we provided the relevant language used on the website for the representative to confirm that the information provided on the website was accurate and up to date (see Appendix B). For those individuals who did not respond to the initial email, we followed up one more time by email and then by phone call to obtain recertification information.

For those SEAs who did not have recertification information immediately available on their website or whose information was not clear, we reached out to the Title III or certification office contact listed on the website by email. In that communication, we asked where we could find the relevant information we were seeking (see Appendix B). For those individuals who did not respond to the first email, we followed up one more time by email and then by phone call to obtain recertification information.

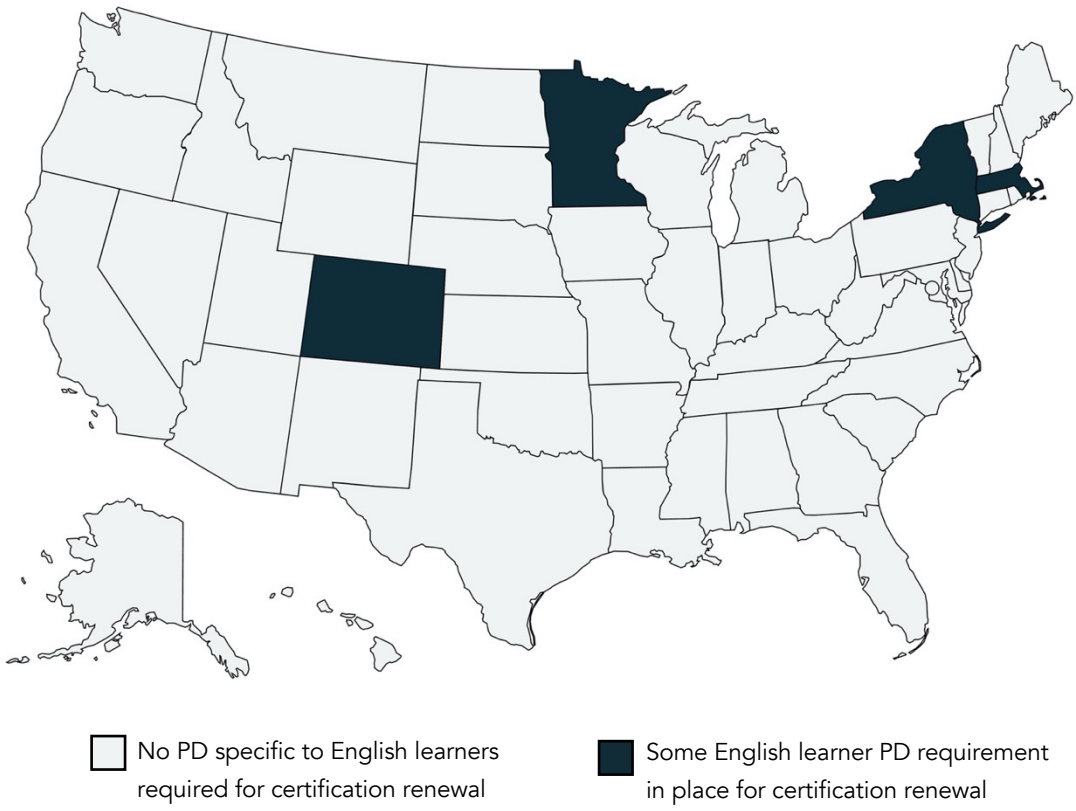
The extant data review was complemented by additional information provided by one state for a state spotlight. A representative from the Minnesota Department of Education provided answers to more detailed questions about their recertification policies as they relate to professional development in support of ELs. Please see Appendix C for the questions asked.

Findings

In many (but not all) states, recertification in general is required every five years and necessitates evidence of continued learning such as college credit or semester hours, continuing education units, or professional development hours. However, the requirements vary greatly by state, and there is no public source that documents each state's recertification requirements for all teachers. Details about states' renewal requirements are located in each state's website and legal code (Sawchuck, 2017). Tooley & White (2018), in their synthesis of research on teacher recertification policies, recommend that recertification requirements should directly align to demonstrated areas of need specific to individual educators and should be tied to demonstrated professional growth.

In narrowing our focus to recertification requirements that mandated professional development related to ELs, **we found that the overwhelming majority of states do not currently have a policy in place that requires general education teachers to complete any amount of English learner–related professional development in order to renew their general education certification.** Figure 2, State EL-Related Professional Development Recertification Requirements for ALL Teachers, displays our findings across the national landscape. We recognize that some states (e.g., California) require coursework related to ELs for initial licensure of all teachers, but that information is not reflected in Figure 2. Please see page 9 for more information on initial certification requirements as they pertain to ELs.

Figure 2. State EL-Related Professional Development Recertification Requirements for ALL Teachers



Four states out of fifty[2] do have some type of English learner PD requirement in place for certification renewal. Those states are: **Colorado**, **Massachusetts**, **Minnesota**, and **New York**. In Table 1, we summarize the information that we found, and following the table, we briefly describe those four states' policies.

Table 1. State, Number of EL PD Hours Required, EL PD Topics, Certification Renewal Period, and Frequency of EL PD for Recertification

State	Number of English Learner PD Hours Required	EL PD Topics	Certification Renewal Period (years)	Frequency of EL PD for Recertification
Colorado	45 clock/contact hours or 3 semester hours	Culturally and Linguistically Diverse (CLD) Education training	5	Only required once over the course of professional career
Massachusetts	15 professional development points (1 point = 1 hour)	Topics related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)	5	Required for each recertification cycle
Minnesota	Number of hours determined by local districts	Academic language development of English/home languages, cultural competency	5	Required for each recertification cycle
New York	15% of required 175 hours (26.25 hours) of PD for general education teachers; 50% of required 175 hours (87.5 hours) of PD for ESOL certified and bilingual education teachers	Must include training on language acquisition, best practices for co-teaching strategies, and integrating language and content instruction for ELs	5	Required for each recertification cycle

[2] The District of Columbia was also included in our search.

States with English Learner–Related PD Requirements for Recertification

The Colorado State Board of Education adopted new rules in June 2018 requiring educators with elementary, math, science, social studies, and English language arts endorsements to complete a Culturally and Linguistically Diverse (CLD) Education training or professional development. These teachers must complete the new licensing requirement within their subsequent five-year license renewal period and only once over the course of their professional licensure as a teacher in Colorado. In order to meet the new English learner PD requirement, teachers must demonstrate completion of training or professional development activities equivalent to 45 clock/contact hours or 3 semester hours in CLD Education. Teachers with previous CLD training, experience, or professional development can count this training toward meeting the new English learner PD requirement. The initial teaching license is valid for three years, and the professional license must be renewed every five years.

In Massachusetts, all core academic subject teachers (e.g., English language arts, math, science) who provide Sheltered English Immersion (SEI)[3] to English learners must have an SEI endorsement. Any administrator supervising or evaluating a core academic teacher who is providing SEI instruction must have an SEI teacher or administrator endorsement or earn the endorsement within one year. Educators' individual professional development plans must include at least 150 professional development points (PDPs) in total that include at least 15 PDPs related to SEI or English as a Second Language (ESL). Each PDP is the equivalent of one hour of professional development. The standard teacher certificate is valid for five years.

In Minnesota, all teachers are required to provide evidence of English learner professional education hours as part of their 125 professional development hours needed for certification renewal, per the Minnesota Legislature. School districts establish their own local requirements in terms of what the total number of EL PD hours should be. The legislation requires preparation and continued professional development for teachers and administrators in working with multilingual learners in the areas of academic language development of English/home languages and cultural competency. It also requires school boards and teacher education programs to use resources to support multilingual learners, including use of home languages. The standard teacher certificate is valid for five years.

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[3] Sheltered English Immersion (SEI) is an approach to teaching English learners in which generally, but not always, English learners are taught content in the same classroom as non-English learners (Massachusetts Department of Elementary and Secondary Education, n.d.).

New York State's Blueprint for ELL Success states that "all teachers are teachers of ELLs" (2014, p. 1). The Blueprint for ELL Success is state guidance designed to ensure the academic and social needs of English learners are addressed by educators and school leaders. New York's Commissioner's Regulations Subpart 154-2 legislation (2015) requires that at least 15% of general education teachers' required 175 hours of professional development needed for recertification focus on language acquisition, including co-teaching strategies and integrating language and content instruction for English learners. At least 50% of professional development for bilingual and ESL teachers must be about language acquisition, best practices for co-teaching strategies, and integrating language and content instruction for English learners. The standard teacher certificate is valid for five years.

In our research, we found that there were other states that require English learner coursework for an initial certification to teach but not for recertification.

We also found states that have a requirement for districts to offer English learner PD, although completing the English learner PD is not a requirement for teachers to renew their certification. These states include, but are not limited to, California, Florida, New Mexico, Pennsylvania, and Texas. Arizona formerly required that all classroom teachers, supervisors, and administrators have a bilingual, ESL, or SEI endorsement. However, this requirement changed in 2016, and currently only teachers teaching a portion of the required ELD instructional minutes for their local education agency's SEI program model are required to hold an SEI endorsement. A representative from Arizona's Office of English Language Acquisition Services reported that many local education agencies in Arizona require SEI coursework for all their teachers, whether or not the teachers work with English learners, although it is not a requirement for initial certification or renewal of a certification in the state (N. von Prisk, personal communication, March 15, 2019).

Minnesota Spotlight

In 2014, Minnesota passed the Learning English for Proficiency and Success (LEAPS) Act. It was co-sponsored by State Representative Carlos Mariani and State Senator Patricia Torres Ray. It included required training in meeting the needs of English learners. The LEAPS Act created policy space for the state to progressively support multilingual learners and their families. Together with ESSA and WBWF (World's Best Workforce),[4] these three laws ensure that:

- multilingualism and multiculturalism are positioned as educational and economic assets;
- teachers and administrators receive appropriate preparation and continued professional development to support multilingual learners;
- instruction is differentiated for the diversity of multilingual learners; and
- multicultural family voices are engaged and included in the educational process.

Challenges that emerged in the development of the Minnesota policy

In order to garner bipartisan support for this specific item impacting professional development requirements for all teachers, the final language of the statute was somewhat general and left it to each school district and charter school to decide how much training would be required of teachers.

To address this challenge, staff at the Minnesota Professional Educator Licensing and Standards Board provided guidelines linking this item to the Interstate Teacher Assessment and Support Consortium (INTASC)[5] standards for English learners. The goal of this work was to provide more specific guidance about the kinds of trainings and content needed to satisfy the LEAPS requirement.

Since the policy has been in place, a number of stakeholders have expressed to the state's Department of Education that they felt the policy would be stronger if it were more specific about the type and amount of training required. The feedback has been shared with the Professional Educator Licensing and Standards Board, and there is also an advocacy group that has this item on their policy agenda as they work with the legislature to advocate to make changes to strengthen some aspects of the LEAPS Act.

Another challenge is that districts and charter schools that enroll very few students with English learner status typically do not have the staff in place to provide training locally. One resource, which the

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[4] Minnesota's World's Best Workforce (WBWF) statute, section 120B.11 (2013), requires school boards to develop long-term, comprehensive strategic plans to support and improve teaching and learning related to five educational goals.

[5] "The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers," (Council of Chief State School Officers, para. 1).

department has made available to all K–12 educators in partnership with an organization, includes six on-demand eWorkshops that staff can complete on their own or as part of a professional learning community. These free courses take from two to 15 hours to complete, and educators can print a certificate of completion after completing all the course requirements.

(M. Bowlus, personal communication, February 2, 2020)

Recommendations

In order to strengthen the preparation of all teachers to recognize the strengths and meet the needs of the English learners in their classrooms, we propose the following eight recommendations:

1. **States should require all teachers to engage** in some kind of high-quality professional development and certification around teaching English learners.
2. **Professional development topics should reflect the realities** of today's schooling, including supporting ELs academically and social-emotionally in face-to-face as well as distance learning environments.
3. **State legislatures should collaborate with key stakeholders** such as SEAs, LEAs, teacher education programs, English learner educators, and English learner advocacy groups in order to assess teacher professional development needs and develop recertification policies and procedures that support adequate preparation for all teachers of English learners.
4. **SEAs should analyze models being used in other states** to promote training and preparation for all educators of English learners to determine which models might be most appropriate and viable in their context.
5. **SEAs and LEAs should offer incentives and opportunities** for general educators to take courses related to language acquisition, language pedagogy, and culturally responsive instruction, among others. Examples of incentives and opportunities might include credit reimbursement, enrolling cohorts of district educators in a program for English learner education endorsement, and course instruction provided in educators' schools and/or through an online platform.
6. **SEAs and LEAs should seek opportunities to elevate** the role of the English learner specialist. SEAs and LEAs should consider ways that English learner specialists can share their expertise with general education teachers through teacher-led PD sessions, modeling strategies in classrooms, and sharing resources. SEAs and LEAs should also consider offering professional development points toward recertification hours for English learner specialists who engage in these practices.

7. **SEAs and LEAs should support flexible ways for educators to engage** in PD related to instruction of English learners, such as online courses, English learner–focused book studies, and professional learning community discussion groups.
8. **SEAs and LEAs should collaborate with local colleges and universities** to develop programs to encourage bilingual populations of high school students and teacher assistants to become teachers. SEAs and LEAs should consider providing information sessions for bilingual families to highlight the need for bilingual teachers and the educational pathways for certification.

Conclusion

English learners bring multiple strengths and talents to their classrooms (González et al., 2005; Staehr Fenner & Snyder, 2017). In order to support equitable education for English learners, educators must understand the rich experiences and cultural backgrounds ELs bring to their learning as well as a shared sense of responsibility for ELs' academic growth (Honigsfeld & Dove, 2019; Staehr Fenner, 2014; Staehr Fenner & Snyder, 2017). In order for all educators to successfully collaborate to support English learners' language and content learning, they must receive targeted professional development (Valdés et al., 2014). Building English learner–specific professional development into recertification requirements is a critical step that states can take. The nation's growing English learner population must be an integral part of policy and practice conversations in education—not an afterthought. When all educators have the tools they need to effectively teach English learners, these students can be positioned for academic success. The strategic use of state recertification requirements to support all educators of English learners in learning the strategies and skills they need for their work with English learners can be a valuable step in this process.

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Appendix A – Websites Containing Recertification Information

State	Website URL
Alabama	https://www.alsde.edu/sec/ec/Pages/professionaleducator-all.aspx?navtext=Certificate%20Renewal:%20Professional%20Educator
Alaska	https://education.alaska.gov/teachercertification/renewal-reinstatement
Arizona	https://cms.azed.gov/home/GetDocumentFile?id=57a4d6dcaadebe130c51856d
Arkansas	http://dese.ade.arkansas.gov/divisions/learning-services/professional-development
California	https://www.ctc.ca.gov/docs/default-source/leaflets/cl628c.pdf?sfvrsn=10
Colorado	http://www.cde.state.co.us/educatortalent/englishlearnerpdpathways
Connecticut	https://portal.ct.gov/SDE/Certification/Certificate-Renewal-for-Connecticut-Certified-Educators/Regulations
Delaware	https://www.doe.k12.de.us/Page/3507
District of Columbia	https://osse.dc.gov/node/1310011
Florida	http://www.fldoe.org/teaching/certification/renewal-requirements/
Georgia	https://www.gapsc.com/Rules/Current/Certification/505-2-.36.pdf
Hawaii	https://hawaiiteacherstandardsboard.org/content/faqs/ https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/RA-5010-Standards-Teacher_Performance_Documentation2015-01-1.pdf
Idaho	https://www.sde.idaho.gov/cert-psc/cert/apply/renewal.html
Illinois	https://www.isbe.net/Pages/Professional-Development-for-Educators.aspx
Indiana	https://www.doe.in.gov/licensing/faq-professional-growth-plan
Iowa	https://boee.iowa.gov/license-types-and-applications/standard-master-psl-administrator-renewal-information
Kansas	http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Requirements/Renewal-Requirements
Kentucky	http://www.epsb.ky.gov/course/view.php?id=3
Louisiana	https://www.teachlouisiana.net/Teachers.aspx?PageID=650
Maine	https://www.maine.gov/doe/cert
Maryland	http://marylandpublicschools.org/about/Pages/DEE/Certification/Renewal.aspx
Massachusetts	http://www.doe.mass.edu/licensure/advance-extend-renew-license.html#renewing http://www.doe.mass.edu/pd/faq.html
Michigan	https://www.michigan.gov/documents/mde/ProvCertRenewal_530866_7.pdf
Minnesota	https://mn.gov/pelsb/assets/Renewal%20Requirements%20Memo_tcm1113-356685.pdf
Mississippi	https://www.mdek12.org/OEL/Renew-or-Reinstate-My-License

State	Website URL
Missouri	https://dese.mo.gov/educator-quality/certification/required-professional-development-hours
Montana	http://opi.mt.gov/Educators/Licensure/Montana-Educator-Licensing-Frequently-Asked-Questions/MSEIS-Notice
Nebraska	https://www.education.ne.gov/natlorigin/rule-15/
Nevada	http://www.doe.nv.gov/Educator_Licensure/Licensure_Renewals/
New Hampshire	https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing https://nhdoepm.atlassian.net/wiki/spaces/CHD/pages/194838529/Renew+an+Existing+License
New Jersey	https://nj.gov/education/license/
New Mexico	https://webnew.ped.state.nm.us/bureaus/licensure/
New York	http://www.nysed.gov/bilingual-ed/continuing-teacher-and-leader-education-ctle-requirements-ellmll-educators
North Carolina	https://www.dpi.nc.gov/educators/educators-licensure/renew-or-update-your-professional-educators-license
North Dakota	https://www.nd.gov/espb/licensure/license-information/types-licenses
Ohio	http://education.ohio.gov/Topics/Teaching/Licensure/Renew-Certificate-License/How-to-Renew-a-Currently-Valid-Five-Year-Professio
Oklahoma	https://sde.ok.gov/how-renew-your-teacher-certification
Oregon	https://www.oregon.gov/tspc/LIC/Pages/Renewal-Information.aspx
Pennsylvania	https://www.education.pa.gov/Educators/ContinuinEd/Act%2048%20and%20PERMS/Pages/default.aspx
Rhode Island	https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx
South Carolina	https://ed.sc.gov/educators/certification/professional/
South Dakota	https://doe.sd.gov/certification/renewal.aspx
Tennessee	https://www.tn.gov/education/licensing/educator-licensure/licensed-educators.html
Texas	https://tea.texas.gov/texas-educators/certification/certification-renewals
Utah	https://www.schools.utah.gov/curr/licensing
Vermont	https://education.vermont.gov/educator-licensure/licensed-vermont-educators/renew-license
Virginia	http://www.doe.virginia.gov/teaching/licensure/licensure-renewal-manual.docx
Washington	https://www.k12.wa.us/educator-support/continuing-education-clock-hours
West Virginia	https://wvde.us/certification/certification-info
Wisconsin	https://dpi.wi.gov/licensing/edu-licensing/renewal/professional-edu
Wyoming	http://wyomingptsb.com/licensure/renewing-a-license-or-permit/

Appendix B – Emails to State Representatives

Email for states where we found some information on a state website

Hi [insert name],

I hope this message finds you well.

My name is [insert name], and I am a [insert position] with SupportEd, a woman-owned small business based in the Washington, DC, region that provides online and face-to-face professional development (PD) to foster English learners' (ELs') achievement.

We are looking for more information about any specific EL professional development-related recertification requirements for all teachers (e.g., elementary teachers, content teachers) who work with ELs in [insert state name here]. We are hoping you can confirm that the information we found on the [insert name of state education website] is correct.

[Cut and paste info here and give URL.]

- Is this information still correct?
- Are there any other requirements in terms of specific PD for all teachers who work with ELs?

Thank you for your time. We are hoping to have a response by [insert date here] and will follow up after that. I look forward to hearing from you.

Best regards,
[SupportEd staff name]

Email for states where we found no information on a state website

Hi [insert name],

I hope this message finds you well.

My name is [insert name], and I am a [insert position] with SupportEd, a woman-owned small business based in the Washington, DC, region that provides online and face-to-face professional development to foster English learners' (ELs') achievement.

We are looking for more information about any specific EL professional development-related recertification requirements for all teachers (e.g., elementary teachers, content teachers) who work with ELs in your state. We are hoping you can point us in the right direction of where to find this information on your website. We conducted an online search for this information and did not find any.

- Is there a webpage on your state education agency website that contains information on teacher recertification requirements in the area of EL education for general education or content teachers? If so, what is the URL?
- Who would be the best contact for someone who oversees recertification for all teachers and professional development required in the area of EL education? What is their name and contact information?

Thank you for your time. We are hoping to have a response by [insert date here] and will follow up after that. I look forward to hearing from you.

Best regards,
[SupportEd staff name]

Appendix C – Questions for Potential Spotlight States

1. Could you describe how your state policy that includes training on ELs was developed?
    a. What elements and factors were taken into consideration when the policy was developed?
    b. Are you aware of any challenges that emerged in the development of the policy? If so, how did you address them?

2. What feedback have you received from administrators or teachers about any potential impact on them and their ELs or how the policy is currently playing out on the ground?
    a. Please describe the supports that you are aware of that might positively impact implementation of the policy on the ground.
    b. Please describe the challenges you are aware of that may be faced by districts, schools, administrators, and teachers related to the implementation of the policy.

3. Do you have any additional comments you'd like to share about the policy?

4. What recommendations do you have for other states who might wish to develop a similar recertification policy that is inclusive of training all teachers of ELs?

About SupportEd

SupportEd, based in the Washington D.C. region, provides teachers and administrators with the skills and resources they need to champion EL success within and beyond the classroom. As a woman-owned small business led by author and EL expert Dr. Diane Staehr Fenner, SupportEd has provided EL professional development and technical assistance services to school districts in most U.S. states, multiple Canadian provinces, many state education agencies, and the U.S. Department of Education. The SupportEd team leverages unique strengths in research, policy, and real-world practitioner expertise, empowering educators to effectively position the increasing population of EL students for opportunities of academic growth and achievement.

SupportEd

www.GetSupportEd.net
(202) 660-1444