

Certification and Licensure Dictionary

March 13, 2007

Introduction

Teacher expertise is the most important factor in determining student achievement. Two recent reports, *What Matters Most: Teaching for America's Future*, published by NCTAF (National Commission for Teaching and America's Future) and *Pursuing Excellence*, by TIMSS (Trends in International Mathematics and Science Studies) point to the close relationship between students' achievement and the knowledge, skills and expertise of their teachers.

The following research supports the belief that teacher quality is crucial to what students learn:

1. Teachers' expertise accounts for far more variation in students' achievement than any other factor (Ferguson, 1991).
2. A review of 60 studies finds that teacher education, ability and experiences are associated with significant increases in student achievement (Greenwald, Hedges, and Laine, 1996).
3. A study of high- and low-achieving schools in New York City with similar student populations concludes that differences in teacher qualifications accounted for more than 90 percent of the variation in student achievement in reading and mathematics at all grade levels tested (Armour-Thomas, Clay, Domanico, Bruno and Allen, 1989).
4. A Tennessee study of the effects of teachers on student learning indicates that elementary school students who are assigned to ineffective teachers for three years in a row score 50 percentile points lower on achievement tests than those assigned to the most effective teachers over the same period of time (Sanders and Rivers, 1996).

These and other studies confirm that teacher knowledge and expertise are critically important to student achievement. Thus, it is important that teachers are assigned to teach only those courses they are fully qualified to teach.

Two recent developments in Ohio impact districts in the area of teacher qualifications. First, the new teacher licensure standards that became effective in 1998 are nearing full implementation. Second, local district report cards will include data regarding out-of-field teaching in each district.

In addition, the definition of a "Highly Qualified Teacher" as prescribed by the federal *No Child Left Behind* Act, requires that teachers hold the appropriate credential and an academic major (30 semester hours) in the content area for each course they teach.

This document is designed to assist districts in implementing the requirements and in ensuring that Prek-12 educators are assigned to classes they are qualified to teach. It identifies both the certification areas and the licensure areas that are required for teaching specific courses. Teachers are to hold either the certificate or license identified in this document for each course they teach.

Please note that some codes for certificates issued prior to 1970 are not listed in these charts. Such designations were omitted in order to minimize confusion over codes that are rarely used today. However, EMIS will continue to accept these codes as appropriate for teachers who still teach under those certificates. Conversely, while the vast majority of teaching areas have been included in this document, there are sure to be others added due to the ongoing revisions in the standards.

As with any complex document comprised of multiple charts and codes, there may be some omissions and misalignments. If you note any errors, please contact us. We will continue to edit and refine this document as needed to ensure that it is accurate and helpful to districts. If you have questions about the EMIS subject codes in this document, please contact your EMIS coordinator. If you are an EMIS coordinator and you have questions about the EMIS subject codes in this document, please contact your Designated Data Acquisition site, as they are the front line of support for EMIS reporting questions.