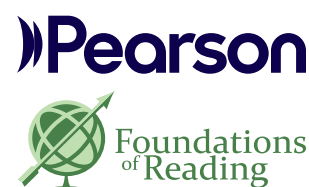


Foundations of Reading Educator Credentialing

States and associated credentialing areas that require the Foundations of Reading exam.



State	Required Credentialing Areas
Alabama 233	Collaborative Special Education, K–6 Early Childhood Education, P–3 Elementary Education, K–6
Alaska 240	Reads Act Verified K–3rd Administrator Reads Act Verified K–3rd Teacher Reads Act Verified Reading Teacher
Arizona 240	Literacy Endorsement, K–5
Arkansas 233	Elementary Education, K–6 Special Education, K–12
California 224	For details on required credentialing areas, please visit the California Educator Credentialing Assessments: Foundations of Reading website .
Connecticut 240	Comprehensive Special Education Endorsement, K–12 Elementary Education Grades Endorsement, 1–3 Integrated Early Childhood/Special Education, N–K
Iowa 240	Inclusive Settings, N–3 Instructional Strategist I: Mild/Moderate, K–8 PreKindergarten–Kindergarten Classroom, PK–K Reading, K–8 Teacher Elementary Classroom, K–6
Kansas 240	Literacy Licensure
Maryland 240	Early Childhood Elementary English for Speakers of Other Languages Special Education
Massachusetts 240	Early Childhood, PK–2 Elementary, 1–6 Teacher of Students with Moderate Disabilities, PK–8 Teacher of Students with Moderate Disabilities, 5–12 Teacher of the Deaf and Hard-of-Hearing: Oral/Aural, All Teacher of the Visually Impaired, All
Mississippi 233	Elementary Education, K–3 Elementary Education, K–6 Elementary Education, 4–6 Special Education Mild to Moderate, K–12
New Hampshire 240	Early Childhood, N–3 Elementary Education, K–6 Elementary Education, K–8 Reading and Writing Specialist Reading and Writing Teacher
North Carolina 233	Elementary Education, K–6 Exceptional Children: General Curriculum, K–12

continued on back

State	Required Credentialing Areas
Ohio 240 Scaled to OAE program score	Early Childhood, PK–3 Intervention Specialist: Early Childhood Intervention Specialist, PK–3 Intervention Specialist: Gifted, K–12 Intervention Specialist: Hearing Impaired, PK–12 Intervention Specialist: Mild/Moderate Needs K–12 Intervention Specialist: Moderate/Intensive Needs, K–12 Intervention Specialist: Visually Impaired, PK–12 Middle Childhood: Language Arts and Reading, 4–9 Middle Childhood: Mathematics, 4–9 Middle Childhood: Science, 4–9 Middle Childhood: Social Studies, 4–9
Oklahoma 240	Early Childhood Education Elementary Education Special Education
Rhode Island 240	Bilingual and Dual Language Teachers, PK–12 Classroom Teachers, PK–5 English to Speakers of Other Languages (ESOL) Teachers, PK–12 Reading Specialists and Coaches, PK–12 Special Education Teachers, PK–12
South Carolina 240	Read to Succeed Literacy Teacher Endorsement
Utah 240	Early Childhood, PK–3 Elementary Education, K–8 Special Education, K–12
Wisconsin 233	Early Adolescence: Adolescence Cognitive Disabilities Early Adolescence: Adolescence Cross Categorical Early Adolescence: Adolescence Emotional Behavioral Disabilities Early Adolescence: Adolescence Specific Learning Disabilities Early Childhood: Adolescence Visual Impairments Early Childhood: Middle Childhood Early Childhood: Regular Education Early Childhood: Special Education Middle Childhood: Early Adolescence Middle Childhood: Early Adolescence Cognitive Disabilities Middle Childhood: Early Adolescence Cross Categorical Middle Childhood: Early Adolescence Emotional Behavioral Disabilities Middle Childhood: Early Adolescence Specific Learning Disabilities Reading Specialist Reading Teacher