States and associated credentialing areas requiring the Foundations of Reading exam

The table below provides an overview of current educator credentialing areas by state that require the Foundations of Reading exam. For additional details related to educator credentialing requirements, please see the associated webpage, hyperlinked to each state name.

<table>
<thead>
<tr>
<th>State</th>
<th>Educator credentialing areas required to pass Foundations of Reading</th>
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</thead>
</table>
| Alabama      | Elementary Education, K–6  
Early Childhood Education, P–3  
Collaborative Special Education, K-6 |
| Alaska       | Reads Act Verified K–3rd Teacher  
Reads Act Verified K–3rd Administrator  
Reads Act Verified Reading Teacher |
| Arizona      | Literacy Endorsement, K–5 |
| Arkansas     | Elementary Education, K–6  
Special Education, K–12 |
| Connecticut  | Integrated Early Childhood/Special Education, N-K  
Elementary Education Grades Endorsement, 1–3  
Comprehensive Special Education Endorsement, K-12 |
| Massachusetts| 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  | Elementary Education, K–6  
Elementary Education, K–3  
Elementary Education, 4–6  
Special Education Mild to Moderate, K–12 |
| New Hampshire| Early Childhood, N–3  
Elementary Education, K–6  
Elementary Education, K–8  
Reading and Writing Teacher  
Reading and Writing Specialist |
| North Carolina| Elementary Education, K–6  
Exceptional Children: General Curriculum, K–12 |
| Ohio         | Early Childhood, PK–3  
Middle Childhood, 4–9, Language Arts and Reading  
Middle Childhood, 4–9, Mathematics  
Middle Childhood, 4–9, Science  
Middle Childhood, 4–9, Social Studies  
Intervention Specialist, Early Childhood Intervention Specialist, PK–3  
Intervention Specialist, Hearing Impaired, PK–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  
Intervention Specialist, Gifted, K-12 |
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</table>
| **Rhode Island** | Classroom Teachers, PK–5  
Reading Specialists and Coaches, PK–12  
Special Education Teachers, PK–12  
English to Speakers of Other Languages (ESOL) Teachers PK–12  
Bilingual and Dual Language Teachers, PK–12 |
| **Utah**      | Early Childhood, Pre-Kindergarten-Grade 3  
Elementary Education, Kindergarten-Grade 8  
Preschool Special Education, Preschool/Pre-Kindergarten  
Special Education, Kindergarten-Grade 12 |
| **Wisconsin** | Early Childhood – Regular Education  
Early Childhood – Special Education  
Early Childhood – Middle Childhood  
Middle Childhood – Early Adolescence  
Middle Childhood – Early Adolescence Cross Categorical  
Middle Childhood – Early Adolescence Specific Learning Disabilities  
Middle Childhood – Early Adolescence Emotional Behavioral Disabilities  
Middle Childhood – Early Adolescence Cognitive Disabilities  
Early Adolescence – Adolescence Cross Categorical  
Early Adolescence – Adolescence Specific Learning Disabilities  
Early Adolescence – Adolescence Emotional Behavioral Disabilities Early Adolescence –  
Adolescence Cognitive Disabilities  
Early Childhood – Adolescence Visual Impairments  
Reading Teacher  
Reading Specialist |