This guide answers some of the questions involved in obtaining employment in education and provides help in locating positions. The 11 sections are:

1. Trends in education staffing, including supply and demand, shortage areas, and special needs.
2. Basic certification requirements, and the individual to contact in each state.
3. Advice for inexperienced and experienced teacher candidates.
4. State government services for prospective educators.
5. State education association services for prospective educators.
6. Association placement services for elementary and secondary educators.
7. Professional and private placement agencies.
8. Independent, federal, and international opportunities.
9. Clearinghouses for positions with innovative schools.
10. Nonteaching careers in education with state departments of education, the U.S. Office of Education, commercial firms including textbook publishers and multimedia and curriculum development firms, and educational research facilities, including regional educational laboratories and research and development centers.
11. Graduate fellowships and assistantships for returning to school.

Five appendixes include a letter of inquiry, a letter of application, a sample resume, addresses of federal job information centers, and requirements for aliens teaching in the United States. (MBM)
PUBLICATIONS AVAILABLE FROM THE NATIONAL CENTER FOR INFORMATION ON CAREERS IN EDUCATION INCLUDE:

- Careers in Education: a Comprehensive Listing of Information Sources
- Career Guide Series (informative brochures on specific education careers)
- Career Reprint Series (articles related to specific education issues)
- ERIC Newsletters (issues on education staffing)
- Scholarship, Loan and Fellowship Information for Minority Students
- To Teach or Not to Teach (career information for Black youth)
- Una Causa Extraordinaria (career information for Chicano youth)
- Youth and Careers in Education (national attitudinal study on youth career preferences)
EDUCATORS' PLACEMENT GUIDE

National Center for Information on Careers in Education
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Phyllis O. Greenfield
Research Assistant

January 1972

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INTRODUCTION

The oversupply of educational personnel in America has received much publicity. The reasons for the glut have been stated and restated: the nation's economic crisis, end of the baby boom, local budgetary restrictions, minimal staff turnover, and the failure of education programs to control admissions. All of these factors have contributed to an employment situation which clearly indicates that there are more individuals currently trained to teach than there are appropriate positions available.

The need for positive action on behalf of educational personnel is clearly indicated. For all the reasons outlined above, inexperienced and experienced educators need assistance in obtaining positions—whether they are the first or fourth in their career. Locating a position in education is a difficult task at best and with the current manpower conditions, prospective educators must know how to play and win the employment game.

The National Center for Information on Careers in Education hopes this guide will help eliminate some of the questions involved in obtaining employment in education. In addition, the guide will suggest other equally challenging outlets if sought-after positions in the education community cannot be acquired.
I. THOUGHTS IN EDUCATION STAFFING

Supply and Demand

"TOO MANY TEACHERS...NO VACANCIES...APPLICATIONS UP 100..." These descriptive expressions all but tell the
story to thousands of qualified teachers who have been turned away from public and private school systems due to
the change in the manpower required to fill our nation's classrooms. Recent employment statistics on teacher
supply and demand indicate that more individuals are currently trained to teach than there are appropriate
positions available.

The U.S. Bureau of Labor Statistics has estimated that if past patterns hold true, some 4.2 million
individuals will be looking for teaching jobs between now and 1980. Meanwhile, the Bureau says, it will take only
1.1 million teachers to replace those who retire, die, or leave the profession during that time period and fewer
than 200,000 to fill new openings during the decade of the seventies.

Convincing as these figures are, they tell only part of the story. Referring to the teacher supply and
demand picture, the U.S. Office of Education recently stated: "There is a very real danger that these not
unexpected, limited surpluses will blind us to the fact that in several important subject areas, at some grade
evels, in specific kinds of schools and in certain geographic regions, critical shortages of adequately trained
personnel still exist."

Shortage Areas

Manpower shortages plague the fields of career education and special education. The same is true for early
childhood/pre-school education programs and several specific teaching specialties. Effective, sensitive
directors and pupil personnel workers (counselors, psychologists, social workers) are in short supply as are
dequately prepared trainers of teacher trainers.

A recent survey of state certification officials, conducted by the National Center for Information on Careers
in Education, supports the need for teachers in specific educational areas.

Thirty-one of the fifty states responding to the survey reported a shortage of workers for their special
education programs. This need for educators to work with the handicapped and/or exceptional child includes
teachers, therapists, and other specialists. Twenty-three states indicated staff deficiencies in the career
education and industrial arts fields. Initiation and expansion of vocational-technical education programs has
brought about a substantial need for instructors with appropriate backgrounds and training to work at the high
school level and in some occupational specialties with our community colleges.

There is evidence of need for instructors in the developing curricular areas: environmental education,
cultural studies, adult education, and bilingual education. Questions do arise regarding the type of preparation
one individual filling these positions should possess. Additionally, the growth of early learning centers, nursery
schools, and other related programs, both within the public and private school settings, has increased the need
for specialists to work with the young child.

According to the study, one-fifth of the states report shortages in both mathematics and science specialties.
The surplus picture does not hold any special surprises. Social studies and history teachers dominate the
oversupply side of the scales with language arts and foreign language teachers moving rapidly towards this
category. Other than the early childhood specialty indicated earlier, current supplies of elementary teachers
appear adequate to meet immediate needs. All employment statistics indicate a need to recruit additional male
teachers to work in the elementary setting.

Special Needs

Schools in low-income areas, both urban and rural, continue to be manned in many instances by personnel
emotionally unprepared and academically untrained to work effectively with these students.

Effective, sensitive educators must be recruited from our inner-cities and distant rural regions. Negro
Black, Chicano, Indian, Oriental, and Puerto Rican teachers are needed to respond to the educational needs of
students in these unique environments.

The problem in educational staffing has shifted from the number of people available to the quality and
diversity of the people who choose teaching careers, the professional preparation they receive, and their ability
to perform effectively in situations they encounter. The competition for teaching positions, to say the least,
is extremely keen. All candidates find their personal qualifications and professional preparation carefully
evaluated by prospective employers. A rise in the quality of the American teacher is imminent as positions are
being granted to the strongest candidates on the basis of ability, creativity, and evidence of a strong desire to
work with young people. The qualitative effects of our current employment situation will be felt throughout this
decade.
II. CERTIFICATION

The basic certification requirement in most states is the bachelor's degree with full certification requiring a master's degree or completion of a five-year program in some areas. Certification requirements can be met while in college by:

- Enrollment in a teacher preparatory program majoring in elementary or secondary education
- Enrollment in a liberal arts curriculum at a college or university with the completion of appropriate education credits.

Each state may vary slightly in its certification requirements. Many colleges and universities prepare their prospective teachers for certification only in the state in which they are located. Many states, however, have reciprocal certification agreements.

To avoid disappointment on the basis of the basics—credentials—the certification officer should be contacted early in seeking a teaching position. The following individuals will be able to furnish accurate certification requirements for their particular state:

**ALABAMA**
W. Morrison McCall, Director
Teacher Education & Certification
State Department of Education
Montgomery, AL 36104

**ALASKA**
Mrs. Roberta Dowell, Coordinator
Teacher Education & Certification
State Department of Education
Juneau, AK 99801

**ARIZONA**
John A. Freestone, Director
Certification Division
Capitol Building, Room 27
Arizona Department of Education
Phoenix, AZ 85007

**ARKANSAS**
Austin Z. Nunnecr
State Certification Officer
Instructional Services
State Department of Education
Little Rock, AR 72201

**CALIFORNIA**
George Gustafson, Executive Secretary
Bureau of Teacher Educ. & Certification
State Department of Education
1020 Q Street
Sacramento, CA 95814

**COLORADO**
 Otto G. Aufr, Supervisor
 Teacher Education & Certification
 State Department of Education
 414 State Office Building
 Denver, CO 80203

**CONNECTICUT**
Peter L. LoPresti, Chief
Bureau of Teacher Preparation & Certification
State Department of Education
P.O. Box 2219
Hartford, CT 06115

**DELAWARE**
Dr. Elizabeth C. Lloyd, Director
Teacher Educ. & Professional Standards
Program Rev. & Compensation Education
State Department of Public Instruction
Townsend Building
Dover, DE 19901

**DISTRICT OF COLUMBIA**
Dr. Solomon J. Kendricks, Chief Examiner
Board of Examiners
Department of Personnel
District of Columbia Public Schools
415 12th Street, N.W.
Washington, D.C. 20004

**FLORIDA**
Mrs. C. Wylie Poag, Sr.
Teacher Certification
State Department of Education
Tallahassee, FL 32304
GEORGIA
Ted Owens, State Certification Officer
State Office Building
State Department of Education
Atlanta, GA 30334

HAWAII
Charles Kitagawa, State Cert. Officer
State Department of Education
P.O. Box 2300
Honolulu, HI 96804

IDAHO
Dorcey S. Riggs, Director
Teacher Education & Certification
State Department of Education
Room 206, State House
Boise, ID 83707

ILLINOIS
Vito Bianco, State Cert. Officer
State Teacher Certification Board
212 East Monroe
Springfield, IL 62706

INDIANA
Dr. Clifford Grigsby, Director
Teacher Education & Certification
State Department of Public Instruction
State House, Room 232
Indianapolis, IN 46204

IOWA
Orrin Neaphou, Director
Div. of Teacher Educ. & Certification
State Department of Public Instruction
Des Moines, IA 50319

KANSAS
Hany Dean, State Cert. Officer
120 East 10th Street
State Department of Education
Topeka, KS 66612

KENTUCKY
Sidney Smoak, Director
Division Teacher Educ. & Certification
State Department of Education
Frankfort, KY 40601

LOUISIANA
James DeLeo, Director
Teacher Education, Certification, and Placement
Box 44064
State Department of Education
Baton Rouge, LA 70804

MAINE
J. Wilfrid Norin, Director
Bureau of Professional Services
State Department of Education
Augusta, ME 04330

MARYLAND
Miss Eleanor T. Rice, Chief
Certification Office
Maryland Department of Education
301 West Preston Street
Baltimore, MD 21201

MASSACHUSETTS
David H. Fitzpatrick, Director
Teacher Certification & Placement
State Department of Education
102 Tremont Street
Boston, MA 02111

MICHIGAN
Dr. Lee Lankberr
State Certification Officer
State Department of Public Instruction
Lansing, MI 48902

MINNESOTA
George B. Drouble, Director
Teacher Certification
State Department of Education
612 Capitol Square
St. Paul, MN 55101

MISSISSIPPI
Russell J. Crider, Supervisor
Teacher Education, Certification, and Placement
P.O. Box 771
State Department of Education
State Office Building
Jackson, MS 39205

MISSOURI
Dr. Paul R. Greene, Director
Teacher Education & Certification
State Department of Education
Jefferson City, MO 65101

MONTANA
John P. Sotran
Office of the State Superintendent
of Public Instruction
Helena, MT 59601
NEBRASKA
D. G. Hayek
Teacher Education & Certification
State Department of Education
233 South 17th Street
Lincoln, NE 68508

NEVADA
Robert L. Lloyd, Associate Superintendent
Division of Operations
Nevada State Department of Education
Carson City, NV 89701

NEW HAMPSHIRE
Harvey E. Harkness, Jr., Director
Teacher Education & Certification
State Department of Education
Concord, NH 03301

NEW JERSEY
Dr. Ward Sinclair
Teacher Education & Certification
State Department of Education
225 West State Street
Trenton, NJ 08625

NEW MEXICO
Mrs. Helen M. Westcott
Certification Officer
Division of Certification
State Department of Education
Santa Fe, NM 87501

NEW YORK
Charles C. Maskey, Jr.
State Certification Officer
Division of Teacher Education & Certification
State Education Department
Twin Towers Building, Room 1941
60 Washington Avenue
Albany, NY 12224

NORTH CAROLINA
Dr. J. P. Freeman, Director
Div. of Teacher Education & Certification
State Department of Public Instruction
Raleigh, NC 27699

NORTH DAKOTA
Raymond H. Bangs, Director
Teacher Certification
State Department of Public Instruction
Bismarck, ND 58501

OHIO
Paul W. Holley, Director
Div. of Teacher Education & Certification
816 State Office Building
65 South Front Street
Columbus, OH 43215

OKLAHOMA
Ronald Carpenter, Administrator
Div. of Teacher Education & Certification
State Department of Education
Oklahoma City, OK 73105

OREGON
Grant J. Hille, Coordinator of Certification
Board of Education
962 Lancaster Drive, N. E.
Salem, OR 97310

PENNSYLVANIA
William L. Charlesworth, Director
Bureau of Teacher Education
State Department of Public Instruction
Box 931
Harrisburg, PA 17126

PUERTO RICO
Maria Archeval, Assistant Secretary
Department of Personnel
State Department of Education
Hato Rey, PR 00900

RHODE ISLAND
Kenneth P. Hallor, State Certification Officer
Rhode Island Department of Education
Roger Williams Building
Hayes Street
Providence, RI 02908

SOUTH CAROLINA
Joseph W. Davis, State Certification Officer
State Department of Education
Columbia, SC 29201

SOUTH DAKOTA
L. R. Pier, State Certification Officer
Div. of Teacher Education & Certification
State Department of Public Instruction
Pierre, SD 57501

TENNESSEE
A. R. Cooper, Director
Teacher Education & Certification
State Department of Education
123 Cordell Hull Building
Nashville, TN 37219

TEXAS
Dr. Tom Walker, State Certification Officer
Texas Education Agency
Austin, TX 78711

UTAH
Uwe A. McInerny, Administrator
Division of Teacher Personnel
State Board of Education
University Club Building
Salt Lake City, UT 84111
Each state determines regulations concerning the employment of foreign educators. Appendix E contains a brief state-by-state breakdown of these requirements. For detailed state rulings concerning alien employment, please contact the state's certification officer.
III. INEXPERIENCED AND EXPERIENCED TEACHER CANDIDATES

Inexperienced Teacher Candidates

For the new graduate, the tight job market is one more condition added to an already anxious time in a young person's life. After four or more years of college, graduates suddenly find themselves in the position of having to leave the "safety" of the college campus for the much less secure world of work. Unfortunately, most graduating seniors are extremely naive about the job hunting process. In order to become acquainted with the various nuances of the educational job market, it is extremely important that they fully avail themselves of the services of their institution's placement services. Through these services they can obtain a wide variety of assistance which can and does help them overcome many of the problems inherent in job hunting. Following is a list of suggestions that we would have for a new person attempting to enter the teaching profession for the first time:

1) Approach the job hunting process with at least the following information: (a) what you can be certified to teach, and (b) when you will be available for employment.

2) Maintain as much flexibility as possible in all aspects of the process. Try not to limit yourself geographically, in your grade level selections, school size, and in teaching responsibilities. Each time you restrict yourself in any of these areas you make the chances of your obtaining a position that much more difficult.

3) With the tight job market it is necessary to be willing to work hard to find employment. Unless you give it a concerted effort and explore all possibilities, it is possible that you may not be able to find a position.

4) Prepare a standard letter of inquiry (appendix A) and a standard letter of application (appendix B). The letter of inquiry should be sent to districts in which you are interested in determining if they have any positions for which you might be qualified. The letter of application is for use in applying to a district for a position that you already know is available.

5) Develop a one-page resume (appendix C) of your training and any past experience you might have had that would be helpful to an educational employer. This resume should be used with both your letter of inquiry and your letter of application. It should contain the address where your formal credentials may be obtained. By using letters of inquiry and one-page resumes you are able to survey a broad area of educational employers without having to go to the expense of mailing sets of credentials from your placement office. This procedure, once frowned upon in education, is now becoming quite commonplace, and is a well accepted means of surveying job possibilities.

6) Be very careful in preparing your letters of inquiry and application. In preparing your resume, and in preparing the nonconfidential part of your credentials. With employers getting more applications for each vacancy they have, many, out of desperation, are using neatness and clarity of letters, resumes, and credentials as discriminating items while sorting through applications. This may not seem like a particularly appropriate discriminator, but it is being used and candidates should be aware of it.

7) If you have special restrictions on where you may go or on what you will teach, you should see your placement officer immediately so that together you can work out a strategy for covering all possibilities within the restrictions you have placed on your employment.

8) Prepare all materials and begin actively looking for a job immediately upon the start of the new school year. The teacher recruitment season starts very early and many districts want to fill their known vacancies early in the second semester. Thus, in order to have your credentials visible for as long a period as possible, you should get everything ready and begin inquiries and applications by the first of October of each year.

9) Be sure you have recommendations in your credential file. On paper, all inexperienced teachers look very much alike and it is extremely difficult for employers to discriminate between candidates. They will usually go with the candidates who have current recommendations in their file, since this does provide them with an additional input.
Experienced Teacher Candidates

The teacher out in the field is the most often neglected person in the job hunting process. It is automatically assumed by most people that once a teacher takes his first job, all subsequent moves are easily made. This is far from the actual situation and is just another example of the naivete exhibited by people in the educational realm. Experienced teachers are feeling, and will continue to feel, the pinch of the tightened job market just as much as the inexperienced teacher. With bond issues and tax referendums not being easily passed, the financial condition of many school districts prohibits them from actively seeking experienced people for their staff. The economic conditions are forcing employers to disregard long held notions about the increased likelihood of competence in experienced people over inexperienced people. Employers are finding it increasingly difficult to justify to their school board the hiring of a $12,000 teacher when they have a large number of qualified, inexperienced applicants, any one of whom could be hired for $4,000 less. This is just one example of the special kinds of problems faced by experienced teachers as they look for relocation. These special problems require certain behaviors from the candidates if they are to be successful in relocation. Following are some suggestions for the experienced teacher as he looks for another position:

1) Keep in close contact with your college placement office after you graduate and take your first job. It is very important that you keep your recommendations and credentials as up to date as possible. The closer you keep in touch with your placement office the better they can get to know you and the better they can help you.

2) It is highly desirable to make your decisions about moving as early in the school year as possible. Most experienced candidates have a tendency to wait until they are into the second semester before reactivating their credentials. Many vacancies open early and employers searching through placement files do not get a chance to view papers of experienced people. Therefore, it would be a good idea to activate your papers as soon as possible so that your credentials and thus your candidacy is visible to employers for a longer period of time.

3) It is sometimes wise to make certain career decisions as early as possible. Most districts limit the number of years of experience one can bring to a new position. Thus, teachers who go much beyond their eighth year on salary schedules must many times suffer monetary loss in terms of salary during relocation. Realizing that this is not always possible, we offer it only as something that one should keep in mind as he thinks about other jobs in other areas that he might want to consider at some time.

4) You should notify your present employer that you are looking for a new position. This is desirable for at least three reasons:
   a) Your employer can oftentimes be of considerable assistance to you in searching for a new position. The informal contacts between educational employers is still a valid tool in the job hunting procedure.
   b) It is almost indispensable to receive a recommendation from your current employer. So, if you are going to have to ask him for a recommendation, it is advisable that you tell him why you want him to write one for you. It is not a good idea to have your employer learn of your application at other schools from another administrator who calls to check on your performance.
   c) It is just plain ethical behavior on your part to notify your present employer that you are looking. This will help him in having able to better plan his own staff needs and give him adequate time to look for your replacement.

5) Certain suggestions appropriate to new candidates are also appropriate for the experienced teacher:
   a) You should prepare a letter of inquiry (appendix A), a letter of application (appendix B), and a one-page resume of your training and experience (appendix C). The fact that you have experience does not exclude you from having to go through the same process as beginning teachers in applying for positions. Consequently, if you have these materials prepared and ready for mailing, you are just one step ahead in the process.
   b) Credentials and all other materials should be neatly and properly completed. Even in jobs calling for experienced people only, the competition is keen, and any additional discriminator you set before an overworked employer might be used.
c) If you are forced to limit your job parameters in any way, contact your placement office immediately. This will give them an opportunity to discuss with you the things that you and the office can do to enhance your chances for finding a position within your limits.

By following these suggestions the experienced teacher should significantly enhance his chances of relocating satisfactorily. If they are not followed, opportunities for relocation can be very hard to find. Schools need to build their staffs around solid experienced people. Be sure to give employers a chance to know you and give yourself a chance to find out about them, too.

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IV. STATE GOVERNMENT SERVICES FOR PROSPECTIVE EDUCATORS

States are increasingly seeing the need to develop placement assistance for potential educators. Thirty-three states and the District of Columbia maintain placement or referral assistance services for educators. The individual indicated in each listing will be able to assist the educator with placement or referral information:

<table>
<thead>
<tr>
<th>State</th>
<th>Contact Person</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALABAMA</td>
<td>O.M. Bratton/State Teacher Placement Div./Department of Education/</td>
<td>Montgomery, AL 36104</td>
</tr>
<tr>
<td>ALASKA</td>
<td>Mrs. Roberta Dowell, Coordinator/Teacher Education &amp; Certification/Department of Education/Pouch F/Junau, AK 99801</td>
<td></td>
</tr>
<tr>
<td>ARIZONA</td>
<td>John A. Freeman, Director/Certification Div./Department of Education/State Capitol, Room 27/Phoenix, AZ 85007</td>
<td></td>
</tr>
<tr>
<td>ARKANSAS</td>
<td>Austin Z. Hanser, State Certification Officer/Department of Education/State Education Building/Little Rock, AR 72201</td>
<td></td>
</tr>
<tr>
<td>COLORADO</td>
<td>Mrs. A. Ernestine Ross, Supervisor of Teacher Placement Service/Division of Employment/251 East 12th Avenue/Denver, CO 80203</td>
<td></td>
</tr>
<tr>
<td>CONNECTICUT</td>
<td>Bureau of Educational Management and Finance/State Department of Education/Hartford, CT 06115/Information on vacancies, no placement</td>
<td></td>
</tr>
<tr>
<td>DELAWARE</td>
<td>Dr. Elizabeth L. Lloyd, Director/Teacher Education and Professional Standards/Teacher Education and Compensation Education/State Department of Public Instruction/Townsend Building/Dover, DE 19901</td>
<td></td>
</tr>
<tr>
<td>FLORIDA</td>
<td>Jerry Chapman, Administrator/Recruitment of Educational Personnel/State Department of Education/Tallahassee, FL 32304</td>
<td></td>
</tr>
<tr>
<td>GEORGIA</td>
<td>Robert G. McCants, State Placement Director/Recruitment and Special Programs Division/Teacher Education and Certification/1170 State Office Building/Atlanta, GA 30304</td>
<td></td>
</tr>
<tr>
<td>HAWAII</td>
<td>Charles Kitahara, State Certification Officer/P.O. Box 1360/Honolulu, HI 96804</td>
<td></td>
</tr>
<tr>
<td>IDAHO</td>
<td>Ken Dickinson, Teacher Placement Officer/State Department of Employment/Teacher Placement Service/305 Main Street/Boise, ID 83707</td>
<td></td>
</tr>
<tr>
<td>KENTUCKY</td>
<td>Dr. Sidney Shankle, Director/Division of Teacher Education and Certification/State Department of Education/Frankfort, KY 40601</td>
<td></td>
</tr>
<tr>
<td>LOUISIANA</td>
<td>Dr. James Dellee, State Teacher Placement Director/P.O. Box 44064/Baton Rouge, LA 70804/referral service only</td>
<td></td>
</tr>
<tr>
<td>MAINE</td>
<td>J. Wilfrid Marin, Director/Bureau of Professional Services/State Department of Education/Augusta, ME 04330</td>
<td></td>
</tr>
<tr>
<td>MARYLAND</td>
<td>A. Dale Sweeter, Specialist in Teacher Recruitment/State Department of Education/State Office Building/301 East Preston Street/Baltimore, MD 21201</td>
<td></td>
</tr>
<tr>
<td>MASSACHUSETTS</td>
<td>David L. Fitpatrick, State Certification Officer/Department of Education/182 Tremont Street/Boston, MA 02111</td>
<td></td>
</tr>
<tr>
<td>MICHIGAN</td>
<td>Clarence Underwood, Jr./Recruitment and Training Division/Teacher Referral Service/State Department of Education/P.O. Box 420/Lansing, MI 48902</td>
<td></td>
</tr>
<tr>
<td>MINNESOTA</td>
<td>E. G. Berhow, Director/State Teacher Placement Bureau/611 Capitol Square Building/St. Paul, MN 55101</td>
<td></td>
</tr>
<tr>
<td>MONTANA</td>
<td>G. Fillinger, Teacher Placement Officer/Teacher Placement Division/State Employment Service/Box 1728/Helena, MT 59601</td>
<td></td>
</tr>
</tbody>
</table>

-11-
NEW HAMPSHIRE
Harvey F. Harkness, Jr., State Certification Officer/Department of Education/Concord, NH 03301
also State Department of Employment Security/32 South Main Street/Concord, NH 03301

NEW JERSEY
New Jersey State Employment Service/20 Mulberry Street/Newark, NJ 07102 - also - the county superintendents supply information about teacher vacancies in their school districts

NEW MEXICO
Mrs. Helen M. Westcott/Division of Certification/State Department of Education/Santa Fe, NM 87501

NEW YORK
State Department of Labor/Teacher Placement Division/State Capitol Building/Albany, NY 12220

NORTH DAKOTA
R. W. Bangs, State Certification Officer/Department of Public Instruction/Capitol Building/Bismarck, ND 58501

OKLAHOMA
State Employment Service/Teacher Placement Section/212 Will Rogers Building/Oklahoma City, OK 73106

PENNSYLVANIA
Dr. William L. Charlesworth, State Certification Officer/Bureau of Faculty and Student Services/P.O. Box 911/Department of Education/Harrisburg, PA 17126

RHODE ISLAND
Kenneth P. Mallor, State Certification Officer/Department of Education/25 Hayes Street/Providence, RI 02908

SOUTH CAROLINA
Joseph W. Davis, State Certification Officer/Department of Education/Columbia, SC 29031

SOUTH DAKOTA
L. N. Pier, State Certification Officer/Department of Public Instruction/Pierre, SD 57501

VERMONT
Mrs. June A. Centybear, State Placement Director/Department of Education/Montpelier, VT 05602

WEST VIRGINIA
Nancy C. Walker, Director of Data Processing/State Department of Education/1900 Washington Street, East/Charleston, WV 25305

WISCONSIN
Teacher and Professional Placement/Labor and Human Relations/State Department of Industry/Wisconsin/53702/and placement offices in teacher training institutions

WYOMING
Elmer L. Burkhard, Director/Division of Certification and Placement/State Department of Education/Capitol Building/Cheyenne, WY 82001

DISTRICT OF COLUMBIA
Dr. Solomon J. Hendrick/Board of Examiners/415 12th Street, N.W./Washington, DC 20004

VIRGIN ISLANDS
Mrs. Rita B. Martin, Personnel Officer/Department of Education/St. Thomas, VI 00801

AMERICAN SAMOA
Pita F. S Amazinga, Territory Teacher Placement Director/Department of Education/Pago Pago, American Samoa 96920
V. STATE EDUCATION ASSOCIATION SERVICES FOR PROSPECTIVE EDUCATORS

State education associations recognize the need to assume an active role of assistance in helping educators secure positions. In most instances, state associations make their placement services available to both members and nonmembers. The fee, if there is one, may be slightly higher for nonmembers. Listed below are state education associations and their services.

ALABAMA
Placement and listing service for teachers and administrators. Collects personal data on applicants and contacts employers. Regular vacancy notices sent to applicants, March-August. Available to members and nonmembers. No fee. Inquiries: Director of Professional Affairs and Teacher Placement, Alabama Education Association, 622 Dexter Avenue, Box 4177, Montgomery, AL 36104.

CALIFORNIA
Placement and referral service for teachers and administrators. Establishes confidential file on applicant, contacts employers, notifies qualified applicants of suitable vacancies. Nonmembers from out-of-state may qualify by paying $15 toward CTA membership dues. Fee: $10 registration, plus one and one-half percent of first-year's salary for placement or one-half of first-year's salary for supplying file only. Inquiries: Director of Placement, California Teachers Association, 1705 Murchison Drive, Burlingame, CA 94010.

FLORIDA
Listing service for teachers and administrators. Sends periodic vacancy notices to applicants. Personal data on applicants sent to school systems with vacancies. Available to members and prospective members (beginning teachers or out-of-state applicants). Fee: $75 for placement of nonmembers. Inquiries: Mrs. Edna Tait, Teacher Placement Specialist, Florida Education Association, 208 West Pensacola Street, Tallahassee, FL 32304.

GEORGIA
Georgia Employment Information Services for teachers and administrators establishes confidential file on applicant and sends to employers at applicant's request. Weekly vacancy notices sent to applicants February-August. Available to members and nonmembers. Fee: Non-GAE members $15. Inquiries: Director of Student Programs and Placement, Georgia Association of Educators, 107 Central Avenue, S.W., Atlanta, GA 30303.

IOWA
Listing service for teachers and administrators. Establishes confidential file on applicant and sends to employing individuals. Weekly vacancy notices sent to applicants. Available to members only. No fee. Inquiries: ISEA Employment Information Service, Iowa State Education Association, 4025 Tonawanda Drive, Des Moines, IA 50312.

KENTUCKY
Listing service for teachers and administrators. Carries a list of vacancies and sends list of applicants to employers. Available to members only. No fee. Listing service is active for months of May, June, July, and August only. Inquiries: Director of Special Services, Kentucky Education Association, 101 West Walnut Street, Louisville, KY 40202.

NEW HAMPSHIRE
Listing service for teachers and administrators. Monthly vacancy notices sent to applicants, February-June. List of applicants available to employers. Available to members and nonmembers. No fee. Inquiries: New Hampshire Education Association, 103 North State Street, Box 600, Concord, NH 03301.
OREGON
Complete placement and referral service for teachers and administrators. Establishes confidential file on applicant, notifies applicant of suitable vacancies, sends file to employers at request of applicant or employer. Available to members and nonmembers. No fee for members enrolled for last 10 consecutive years; nonmembers fees as follows: $25 registration, plus $125 for placement or $35 for supplying file only. Inquiries: Association Director, Membership and Placement, Oregon Education Association, One Plaza Southwest, 8900 S.W. Haines Road, Tigard, OR 97223.

TENNESSEE
Listing service for teachers and administrators. Basic information on applicants sent to school systems periodically. Available to members and nonmembers. Fee: $2 for members; $5 for nonmembers. Inquiries: Director of Field Services, Tennessee Education Association, 598 James Robertson Parkway, Nashville, TN 37219.

TEXAS
Listing service for teachers and administrators. Carries listing of vacancies for applicants and sends teacher applications to employers at employers' request. Available to members and nonmembers. Fee: $5 for nonmembers. Inquiries: Teacher Registration, Texas State Teachers Association, Special Services Division, 316 West 12th Street, Austin, TX 78701.

VERMONT

VIRGINIA
Listing service for teachers and administrators. Basic information on applicants sent to school systems. Available to members and nonmembers. Fee for nonmembers: $15 registration, plus $25 for placement. Inquiries: Director, Division of PR & S, Virginia Education Association, Gamble's Hill, 116 South Third Street, Richmond, VA 23219.

WASHINGTON
VI. ASSOCIATION PLACEMENT SERVICES FOR ELEMENTARY AND SECONDARY EDUCATORS

Educators often become active in the professional associations identified with their area of specialization. A number of associations and their respective placement services are listed below. Each placement service should be contacted individually for further information on its services.

<table>
<thead>
<tr>
<th>Association Name</th>
<th>Placement Service</th>
<th>Address</th>
<th>Telephone</th>
<th>Services Offered</th>
<th>Membership Required</th>
<th>Placement Fee</th>
<th>Placement Letter</th>
<th>Annual Meeting</th>
<th>Publication Frequency</th>
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<tr>
<td>American Association of Collegiate Registrars and Admissions Officers</td>
<td>Placement Service</td>
<td>One Dupont Circle, N.W. Washington, D.C. 20036</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>American Association for Health, Physical Education, and Recreation</td>
<td>Placement Service</td>
<td>1201 16th Street, N.W. Washington, D.C. 20036</td>
<td></td>
<td>X</td>
<td>X</td>
<td>$15</td>
<td>X</td>
<td>X</td>
<td>Career Staffing Center, Annual Booklet</td>
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<tr>
<td>American Association of Junior Colleges</td>
<td>Career Staffing Center</td>
<td>P.O. Box 298, Alexandria, VA 22314</td>
<td></td>
<td>X</td>
<td>X</td>
<td>$15</td>
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<tr>
<td>American Institute of Physics</td>
<td>Placement Service Supervisor</td>
<td>335 East 45th Street, N.Y. New York, N.Y. 10017</td>
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<td>Summary of Academic Openings</td>
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<td>American Political Science Association</td>
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<td>1201 New Hampshire Avenue, N.W. Washington, D.C. 20035</td>
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<td>X</td>
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<td>Newsletter</td>
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<td>Association for Educational Communications and Technology</td>
<td>Placement Service</td>
<td>1201 16th Street, N.W. Washington, D.C. 20036</td>
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<td>X</td>
<td>$15</td>
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<td>ICT Newsletter</td>
<td>Monthly</td>
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<td>X</td>
<td>$3</td>
<td>X</td>
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<tr>
<td>Conference on English Education Placement Service</td>
<td>1111 Kenyon Road Urbana, IL 61801</td>
<td>X</td>
<td>$5</td>
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<tr>
<td>Council for Exceptional Children Personnel Recruitment Division</td>
<td>1411 South Jefferson Davis Highway, Suite 500 Arlington, VA 22202</td>
<td>$1.50</td>
<td>std.</td>
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<td>Personnel Recruitment Bulletin Annually</td>
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<td>Modern Language Association Job Information Placement Service</td>
<td>62 Fifth Avenue New York, NY 10011</td>
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<td>Job Information Listing *Quarterly + Supplements</td>
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<td><em>National Association of Educational Broadcasters Professional Services</em></td>
<td>1345 Connecticut Avenue, N.W. Washington, D.C. 20036</td>
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<td>Speech Communication Association Placement Service</td>
<td>Statler Hilton Hotel New York, NY 10001</td>
<td>X</td>
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<td>$20</td>
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</table>

*Services primarily designed to assist individuals secure positions in higher education settings.*
Below are additional professional associations which maintain placement services or assist those seeking placement in educational settings.

**American Association of Teachers of French**
Maintains a Placement Bureau reserved to members. Annual registration fee (September 1 - August 31) $15. No further commission. Write to: Placement Bureau, AATF National Headquarters, 59 East Armory Avenue, Champaign, IL 61820.

**American Association of Teachers of Spanish and Portuguese**
Maintained Placement Bureau. For information concerning services write to: Dr. Lowell Dunham, Director, AATSP Placement Bureau, 780 Van Vleet Oval, Kaufman Hall 202, University of Oklahoma, Norman, OK 73065.

**American Mathematical Society**
Mathematical Sciences Employment Register, maintained by the American Mathematical Society, the Mathematical Association of America, and the Society for Industrial and Applied Mathematics, functions as a year-round service for mathematicians. Lists of positions and applicants are published three times a year, and an open register where interviews are scheduled is held in January at the annual meetings. Complete information may be obtained by writing to the Employment Register, P.O. Box 6248, Providence, RI 02904.

**Association for Education in Journalism**
Maintains a placement service limited to its 1200 members. It is essentially a placement listing published quarterly in the AEJ Newsletter issued by the Office of the Executive Secretary, 425 Henry Mall, University of Wisconsin, Madison, WI 53706.

**College English Association**
Maintains an active Bureau of Appointments for members who wish to register for a one-year listing. A nominal fee ($5) is charged to cover the cost of postage and telephone. If interested, write: Director, Bureau of Appointments, Rutgers University, 20 James Street, Newark, NJ 07102.

**International Reading Association**
Placement service in operation only at time of annual convention each spring. Resumes must be submitted on IRA form available from this office. Resume and job vacancy information open to all attending the convention. IRA does not establish contact between employers and employees except for the listing of job openings and candidates at the convention. Most jobs and candidates listed are in field of reading at all educational levels. Write to: Placement Service Coordinator, IRA, 6 Tyre Avenue, Newark, DE 19711.

**National Association of Educational Buyers (NAEB)**
Dedicated to professional education of business office personnel. Although no formal placement service is maintained, personal assistance is rendered to individuals and institutions. For further information, write to: NAEB, 111 Cantiague Rock Road, Westbury, NY 11590.

*Primarily geared for assisting individuals desiring placement in higher education settings.*
VII. PROFESSIONAL AND PRIVATE PLACEMENT AGENCIES

Professional Placement Associations

ASCUS: Association for School College and University Staffing

ASCUS is a professional organization consisting of many schools, colleges, and universities. The association facilitates placement and hiring for both the schools and the potential employees. The ASCUS Annual, a directory of public school systems belonging to the association, is published annually. It also contains listings for seeking educational employment.

Placement directors in each member institution make available the ASCUS Annual to individual students. If the institution does not belong to ASCUS, or if the individual is no longer in school, an ASCUS Annual may be ordered for $5, prepaid, from:

ASCUS Center
14 East Chocolate Avenue
Box 0
Hershey, PA 17033

Those seeking placement in higher education might find registration with a placement organization helpful. The Cooperative College Registry and the Educational Career Service are two such groups.

Cooperative College Registry

Faculty and administration openings in all specialties, at all ranks including department chairmanships. Ph.D./ABD preferred for most positions; MA minimum for registration. Experience in lieu of advanced degrees is generally acceptable for nonacademic administrative positions. CCR is a nonprofit educational organization, now serves colleges and universities throughout the United States and overseas, matching applicants' qualifications to position requirements. Information is also on file for various professional associations and their placement activities. For further information and registration form write: Cooperative College Registry, One Dupont Circle, Suite 10, Washington, DC 20036.

Educational Career Service

As a nonprofit membership organization operating on a nationwide basis, Educational Career Service offers a unique specialized recruitment and placement service both to individuals and to institutions. Searching and matching activities embrace almost all academic disciplines and administrative categories. There are no placement fees. A nominal registration fee is the only charge for individual members. Institutional membership fees and search charges on request. Write to: Educational Career Service, 12 Nassau Street, Princeton, NJ 08540.

Private Placement Associations

Private teacher placement agencies can be utilized in the search for positions in education. They are usually profit-making organizations, and fees (usually a percentage of the first year's salary) may be charged. It is up to the applicant to secure as much information about the agency and its contractual arrangements prior to making a commitment.
VIII. INDEPENDENT, FEDERAL, AND INTERNATIONAL OPPORTUNITIES

Independent Opportunities

Independent schools provide elementary and secondary educators great variety in the kinds of academically oriented curricula they offer. Schools may be small or large; all boys, all girls, or coeducational; and traditional or experimental. Each school has something unique to offer the academician seeking diversity and challenge.

For further information on education careers in independent schools, contact the National Association of Independent Schools and request the booklet: "Teaching in the Independent Schools: A Career."

National Association of Independent Schools
Four Liberty Square
Boston, Massachusetts 02109

Federal Opportunities

ACTION/Peace Corps-VISTA

Peace Corps

Experienced or inexperienced teachers of math, science or English as a second language, and teachers approaching retirement are needed for the Peace Corps. Educators are still the single largest group of volunteers; the greatest need is for certified men teachers, and for individuals with master's degrees.

The experienced educator or recent graduate certified to teach will discover that the Peace Corps is designed to take full advantage of the advanced skills and knowledge these individuals possess.

The Peace Corps prefers that applications be submitted four months in advance of actual desired starting date.

VISTA

Volunteers in Service to America

VISTA volunteers work in education with those who need it most. They work in programs sponsored by Community Action agencies, churches, schools, and grass-roots organizations. Their teaching rarely takes place in formal classroom settings. Volunteers may be involved in adult education classes in Appalachia, or high school equivalency courses for dropouts in Chicago. They may be working in bilingual education or a street academy, in tutorial programs or in a pre-school.

VISTA teachers are among some 4000 VISTA Volunteers from all ages and backgrounds. Volunteers serve one year, plus a short orientation and training period.

For more information about contributing your skills to either the Peace Corps or VISTA, call the toll-free number: (800) 424-8580 or write to the regional office located nearest you:

ACTION/Peace Corps-VISTA
Northeast Regional Office
408 Atlantic Avenue, Rm 211
Boston, MA 02210
(617) 232-7067

ACTION/Peace Corps-VISTA
Southern Regional Office
348 Peachtree Street, NE
Atlanta, GA 30308
(404) 526-0855

ACTION/Peace Corps-VISTA
Midwest Regional Office
550 Clark Street, Rm 1010
Chicago, IL 60605
(312) 363-0900

ACTION/Peace Corps-VISTA
Western Regional Office
300 N. Los Angeles Street, Rm 8420
Los Angeles, CA 90012
(213) 680-3471
Bureau of Indian Affairs

Department of Interior

The Bureau of Indian Affairs is responsible for the education of American Indian children who are not educated by public schools. In addition to an ongoing education program (K-12), the Bureau sponsors special programs in adult education. BIA teachers act as cross-cultural interpreters as well as instructors.

Arizona, New Mexico, Alaska, North Dakota, and South Dakota have the largest concentration of Indian population and schools, although there are often other Indian school teaching opportunities in California, Oklahoma, Oregon, Utah, Kansas, Florida, Mississippi, Montana, North Carolina, and Louisiana.

For further information on a career as an educator in a BIA school, please contact:

Federal Job Information Center
Albuquerque, New Mexico 87103

Federal Correctional Institutions

The average inmate in a federal correctional institution is under 30 years old with an educational level of fifth grade. He is a “double dropout,” having dropped out of school and out of life outside the institution. Educational programs within the system are aimed at helping him make a success of his second chance at useful citizenship.

The Bureau of Prisons employs people in the field of remedial reading, library work, academic and vocational subjects, arts and crafts, recreation, guidance, supervisory and administrative work, occupational therapy, and research and development.

Since the educational program in federal prisons is geared to reaching people who haven’t succeeded in conventional educational systems, teachers are allowed both freedom to try experimental methods in getting their ideas across and the time to do so.

Information on teaching in a federal correctional institution can be obtained through a Federal Job Information Center (appendix E).

International Opportunities

For those seeking international education careers in teaching and other areas, there are several possible routes to obtaining positions either in federal schools abroad, American-sponsored schools abroad, independent national schools, or American firms maintaining educational facilities for its employees.

Agency for International Development

Department of State

The Agency for International Development administers America’s foreign aid program in developing countries. Education plays an important part in that program.

AID hires advisors in the field of elementary education, higher education, human resources development, teacher education, trade-industrial education, and vocational education. Classroom teaching alone does not provide the experience needed, and positions usually require advanced degrees and several years of administrative and program responsibility.

If you meet rigid professional standards, work with AID offers you the stimulation of working with other American and foreign professionals. Should you wish more information on this challenging area of educational endeavor, please contact:

Chief, Talent Search
Office of Personnel and Manpower
Agency for International Development
Washington, D.C. 20523
American Firms Abroad

Opportunities exist for teachers with American firms which maintain schools overseas. For example, Gulf Oil Corporation maintains schools for the children of its employees. The firm's schools are often small and the requirements for teaching quite strict. Most companies prefer that teachers have two to three years teaching experience.

Inquiries should be directed to the Vice President for Personnel Development at each firm's headquarters.

American-Sponsored Schools Abroad

Department of State

The State Department operates American-sponsored overseas schools staffed by both American and national personnel. Recent statistics show that 83.2 percent of the educational personnel have been U.S. citizens. For further information, request the booklet entitled:

"Overseas American Elementary and Secondary Schools Assisted by the U.S. Department of State"

Office of Overseas Schools, A/OS
Room 901, SM-11
U.S. Department of State
Washington, D.C. 20520
(202) 632-3879

Institute of International Studies

U.S. Office of Education

Opportunities are available under the International Educational and Cultural Exchange Program for qualified American teachers either to teach for an academic year in elementary and secondary schools abroad or to attend summer seminars abroad. With the cooperation of American schools, teachers from other countries may teach for an academic year in the United States under the same program.

The program's purpose is to increase mutual understanding between people of the United States and those in other countries by means of education and cultural exchange. The Institute of International Studies in the Office of Education helps administer the educational exchange program for teachers. The Institute staff reviews applications, arranges exchanges between American and foreign teachers, and recommends American candidates to the Department of State and the Board of Foreign Scholarships for grants to teach or to attend summer seminars abroad. For further information on the exchange program, please write for the booklet "Opportunities Abroad for Teachers 1972-73" at the following address:

Institute for International Studies
U.S. Office of Education
Washington, D.C. 20202

International Schools Service

The International Schools Service is a nonprofit organization coordinating the services of 400 American schools in Europe, Africa, the Middle East and the Far East. Two years teaching experience is usually necessary with a bachelor's degree. For more detailed information on these education career opportunities contact:

Director of Personnel
International Schools Service
147 East 50th Street
New York, NY 10022
The Department of Defense operates Overseas Dependents Schools in 192 locations around the world. Teaching experience is required for instructional positions, and the number of applicants usually exceeds the number of positions open. Inquiries should be addressed to:

Department of Defense
Directorate for Dependents Education
AGD (E-88)
The Pentagon
Washington, D.C. 20301
II. CLEARINGHOUSES FOR POSITIONS WITH INNOVATIVE SCHOOLS

Three clearinghouses for information have been developed for experienced and inexperienced educators who find it difficult to function in traditional schools, and who are seeking alternative educational settings. As Stan Barondes of the Teacher Drop-Out Center states: "We have found, and are finding, schools around the country that fulfill the spirit and substance of a place in which to live and grow happily."

These three clearinghouses are:

The New Schools Exchange
Harvey Haber
2840 Hagen Valley Road
Santa Barbara, CA 93102

The Teacher Drop-Out Center
Stan Barondes and Len Solo
Box 537
Amherst, MA 01002

Vocations for Social Change
Canyon, CA 94513
X. CAREERS IN EDUCATION, NONTEACHING

State Departments of Education

Interesting positions, usually in administration or program development, are available in the various state departments of education. Experienced educators can often move into these positions. There are also openings for inexperienced individuals with education backgrounds.

For information on positions with state departments of education, inquiries should be sent to the Director of Personnel, State Department of Education, at the addresses listed under "State Certification Officers" on pages 4 through 7.

U.S. Office of Education--Opportunities at the Federal Level

The Office of Education links federal education programs with state and local agencies, colleges and universities, international education organizations, and professional associations. Its role has many facets, ranging from school desegregation under the Civil Rights Act, to administering funds for library construction; from research in educating handicapped children to compiling statistics; from consulting services to programs of adult and career education.

While the Office of Education is involved in many phases of education, it has virtually no opportunities for classroom teachers as such. The need is for experienced professionals, including college and university presidents and deans, department heads, administrators, research scholars, staff assistants, career and technical specialists, counseling and testing experts, and curriculum specialists. If the individual meets these qualifications, there will be much involvement in the broad scale of OE programs--interesting and stimulating work.

Please know, too, that each year the Office of Education hires young men and women with bachelor's and master's degrees who are not necessarily in the education community. As recent college graduates, individuals can put general educational background to use in an administrative capacity in many of the programs at the Office of Education. These positions are filled through the rosters of the Federal Employment Examination. Information on the FEEE can be obtained through a Federal Job Information Center (Appendix B).

U.S. Civil Service Commission
Washington, D.C. 20415

Commercial Firms

Educators may seek employment with commercial firms. The opportunities for relevant, meaningful work are as varied as the firms themselves. Careers in curriculum materials development, educational research, and communication offer the educator a challenging outlet for his talents. The following lists of Textbook Publishers and Multimedia and Curriculum Development Firms has been reprinted from Literary Market Place 1971-72, by permission of R.R. Bowker (A Xerox Company), 1180 Avenue of the Americas, New York, N.Y. 10036. Price: $14.95 net postpaid.

Textbook Publishers

Addison-Wesley Pub. Co., Inc.
Reading, MA 01867

New York, NY 10003

McKee Book Co., Inc./116 W. 18 St.
New York, NY 10011

Aldine-Atherton, Inc./520 S. Wabash Ave.
Chicago, IL 60605

Allen & Bacon, Inc./470 Atlantic Ave.
Boston, MA 02210

American Book Co./450 W. 33 St.
New York, NY 10001

New York, NY 10017

American Heritage Press/330 W. 42 St.
New York, NY 10036

American Mathematical Soc./Box 6248
Providence, RI 02944

American R.D.M. Corp./575 Lexington Avenue
New York, NY 10022

Appleton-Century-Crofts/440 Park Avenue, S.
New York, NY 10016

ARC Books, Inc./319 Park Avenue, S.
New York, NY 10003

ARCO Pub. Co., Inc./219 Park Avenue, S.
New York, NY 10003

Atherton Press, Inc./520 S. Wabash Ave.
Chicago, IL 60605

Aurora Pub., Inc./170 4th Ave., N.
Nashville, TN 37219

Barnes & Noble, Inc./105 Fifth Avenue
New York, NY 10003

Barron's Educ. Series, Inc./113 Crossways Prk. Drive
Woodbury, NY 11797

Basic Books, Inc./Pub./404 Park Avenue, S.
New York, NY 10003

Bellman & Co./Box 172
Cambridge, MA 02138
### Multimedia & Curriculum Development Firms

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<th>Company Name</th>
<th>Address</th>
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<tr>
<td>Allyn &amp; Bacon, Inc.</td>
<td>470 Atlantic Avenue, Boston, MA 02210</td>
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<tr>
<td>Anco Technical Services, Inc.</td>
<td>80 Boylston Street, Boston, MA 02116</td>
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<td>Appleton-Century-Crafts</td>
<td>440 Park Avenue, S. New York, NY 10016</td>
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<tr>
<td>Automated Educ. Ctr., 170 Mck Avenue</td>
<td>Detroit, MI 48236</td>
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<td>Beacon Press/25 Beacon Street</td>
<td>Boston, MA 02108</td>
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<tr>
<td>Behavioral Res. Labs./Ladera Prof. Center</td>
<td>Box 577, Palo Alto, CA 94302</td>
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<td>Burgess Pub. Co./426 S. 6th Street</td>
<td>Minneapolis, MN 55401</td>
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<td>CTO/McGraw-Hill/Del Monte Res. Prk.</td>
<td>Monterey, CA 93940</td>
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<td>Educational Research Associates</td>
<td>1501 Broadway, New York, NY 10036</td>
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<td>Consolidated Educ. Pub., Inc./Shenandoah Press</td>
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<td>Coronet Learning Programs</td>
<td>65 E. S. Water Street</td>
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<td>Devereux Foundation</td>
<td>Devon, PA 19333</td>
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<td>E-Z Sort Systems, Ltd./351 Bryant Street</td>
<td>San Francisco, CA 94107</td>
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</tr>
<tr>
<td>Educ. Devp. Labs., Inc./284 Pulaski Rd.</td>
<td>Huntington, NY 11746</td>
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<tr>
<td>Educ. Methods, Inc./600 N. Dearborn Street</td>
<td>Chicago, IL 60610</td>
<td></td>
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<tr>
<td>Educ. Res., Assc./1119 S. W. Prk. Avenue</td>
<td>Portland, OR 97205</td>
<td></td>
</tr>
<tr>
<td>Educreative Systems, Inc.</td>
<td>435 E. 79th Street</td>
<td>New York, NY 10021</td>
</tr>
<tr>
<td>Entelek, Inc./22 Pleasant Street</td>
<td>Newburyport, MA 01950</td>
<td></td>
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<tr>
<td>Fearnshaw Pub./22 Davis Drive</td>
<td>Belmont, CA 94002</td>
<td></td>
</tr>
<tr>
<td>Field Enterprises Educ. Corp./510 Merchandise Mart Plaza</td>
<td>Chicago, IL 60654</td>
<td></td>
</tr>
<tr>
<td>Fordham Pub. Co./3377 Hoffman Street</td>
<td>Bronx, NY 10466</td>
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</tr>
<tr>
<td>Gen. Electronic Labs., Inc./1085 Commonwealth Avenue</td>
<td>Boston, MA 02215</td>
<td></td>
</tr>
<tr>
<td>Gen. Programmed Tchn./424 Univ. Avenue</td>
<td>Palo Alto, CA 94306</td>
<td></td>
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<tr>
<td>Ginn &amp; Co./Stetler Bldg./Back Bay/P.O. Box 191</td>
<td>Boston, MA 02117</td>
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<tr>
<td>Grafix Div./Stenger Co./3750 Monroe Avenue</td>
<td>Rochester, NY 14623</td>
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<td>Harcourt Brace Jovanovich, Inc./357 Third Avenue</td>
<td>New York, NY 10017</td>
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<tr>
<td>Harper &amp; Row Pub., Inc./40 E. 33rd Street</td>
<td>New York, NY 10016</td>
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<tr>
<td>C. Richard Hatch Associates, Inc./980 8th Avenue</td>
<td>New York, NY 10019</td>
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<tr>
<td>Holt, Rinehart &amp; Winston, Inc./383 Madison Avenue</td>
<td>New York, NY 10017</td>
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<tr>
<td>Houghton Mifflin Co./110 Tremont Street</td>
<td>Boston, MA 02107</td>
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<tr>
<td>Jeppesen &amp; Co./4025 E. 40th Avenue</td>
<td>Denver, CO 80207</td>
<td></td>
</tr>
<tr>
<td>Learning Research Associates/1501 Broadway</td>
<td>New York, NY 10036</td>
<td></td>
</tr>
<tr>
<td>Learning Systems Co./1818 Ridge Road</td>
<td>Homewood, IL 60430</td>
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<tr>
<td>J.B. Lippincott Co./E. Washington Square</td>
<td>Philadelphia, PA 19105</td>
<td></td>
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<tr>
<td>Little, Brown &amp; Co./34 Beacon Street</td>
<td>Boston, MA 02106</td>
<td></td>
</tr>
<tr>
<td>McGraw-Hill Book Co./330 W. 42nd Street</td>
<td>New York, NY 10036</td>
<td></td>
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<tr>
<td>Macmillan Co./888 Third Avenue</td>
<td>New York, NY 10022</td>
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<tr>
<td>Mats, For Today's Learning/124 Spear Street</td>
<td>San Francisco, CA 94105</td>
<td></td>
</tr>
<tr>
<td>Media Masters, Inc./400 W. 6th Street</td>
<td>Tustin, CA 92680</td>
<td></td>
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<tr>
<td>Media Plus, Inc./63 Riverside Drive</td>
<td>New York, NY 10024</td>
<td></td>
</tr>
<tr>
<td>New Dimensions in Education, Inc./131 Jericho Tpke.</td>
<td>Jericho, NY 11753</td>
<td></td>
</tr>
<tr>
<td>Prentice-Hall, Inc./Englewood Cliffs, NJ 07632</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A

Regional Educational Laboratories

Northeast Regional Educational Laboratory (NREEL)
400 Lincoln Building
710 South West Second Avenue
Portland, OR 97204
(503)284-3550

Research for Better Schools, Inc. (RBS)
1950 Market Street
Philadelphia, PA 19103
(215)546-6030

Regional Educational Laboratory for the Carolinas and Virginia (RELCV)
Mutual Plaza
Durham, NC 27701
(919)568-8057

Southeastern Educational Laboratory (SEL)
3650 International Boulevard
Naperville, IL 60563
(630)766-0951

Southwestern Cooperative Educational Laboratory (SNCED)
11300 La Cienega Boulevard
Inglewood, CA 90304
(310)776-3800

Southwest Educational Development Laboratory (SWEDL)
800 Brazos Street
Austin, TX 78707
(512)476-6861

Southwest Regional Laboratory for Educational Research and Development (SWREL)
11300 La Cienega Boulevard
Inglewood, CA 90304
(310)776-3820

Upper Midwest Regional Educational Laboratory (UMREL)
1640 East 78th Street
Minneapolis, MN 55423
(612)861-4421
Research and Development Centers

Learning Research and Development Center
208 M.I. Building
University of Pittsburgh
Pittsburgh, PA 15213
(412)365-2541

Wisconsin Center for Research and Development
for Cognitive Learning
The University of Wisconsin
1405 Regent Street
Madison, WI 53706
(608)262-4856

Center for Research and Development in Higher Education
University of California
4066 Tolman Hall
Berkeley, CA 94720
(415)642-5000

Wisconsin Center for Research and Development
for Social Organization of Schools
The Johns Hopkins University
3906 North Charles Street
Baltimore, MD 21218
(301)667-3300 Ext. 1227

Research and Development Center in Teacher Education
301 Sutton Hall
University of Texas
Austin, TX 78712
(512)471-3933
XI. GRADUATE FELLOWSHIPS AND ASSISTANTSHIPS FOR RETURNING TO SCHOOL

Experienced and inexperienced educators who elect to return to college for further study should know that those enrolled in graduate education programs are usually eligible to apply for fellowships awarded by the institution. Usually, these are based on scholarly achievement, promise, and need.

Assistantships are often awarded through the school on a similar basis as fellowships. Variations on policy may occur, and all questions on financial assistance should be addressed to the institution's financial aid officer.

Federal aid is often available in the form of National Defense Loans and related financial programs. Veterans may take advantage of the G.I. Bill to further their education. The financial aid officer at each institution is responsible for information on these opportunities as well as information on loans and other scholarships.
APPENDIX A

Letter of Inquiry
(to districts to determine openings in your field)

Return Address
City, State Zip Code
Date

Inside Address to Scheel District
City, State Zip Code
Date

Salutation:

Purpose of Letter—Inquire as to positions in your field which may be open in that district.

Point out significant experience in your field which may make you a desirable employee in that district.

Refer to attached resume and availability of credentials (where they are on file and how they may be obtained) and availability of references.

Restate your interest in the district and positions open in your area. State your availability for interviews and that you look forward to hearing from the district.

Complimentary Closing,
(Full Name Signed)
Full Name Typed

Enclosures
APPENDIX 3
Letter of Application
(to officials of schools in which you know openings exist in your field)

Return Address
City, State Zip Code
Date

Inside Address to School Official and Title
City, State Zip Code

Salutation:

Purpose of letter—identify position for which you are applying. Mention briefly source of information concerning opening.

Explain concisely why you are interested in working for this particular institution, and your interest in this type of endeavor. If you have had related experience, point out briefly your achievements in the field.

Refer to the attached resume and, if not included, to availability of references.

Restate your interest by indicating your availability for an interview or other suggestion of favorable and early reply. Indicate where your credentials are on file and that they will be sent on request.

Complimentary Closing,
(Full Name Signed)

Enclosures
PERSONAL
Erik R. Sanford
317 East Tucker Road
Chadds Ford, PA 19317
(301) 872-9270

*EDUCATION*
George Washington University
Washington, D.C. 20007
G.P.A. 3.7

University of Colorado
University Boulevard
Denver, CO 80202
G.P.A. 3.7

MILITARY
Status: Army Reserve

*EXPERIENCE*
Led bicycle tour for American Youth Hostels in Europe
Summer of 1971

Camp Counselor
Summers of 1968 and 1970

Elevator Operator, U.S. Capitol
Building under patronage of
Senator Edmund Muskie of Maine
September 1968 - June 1970

SPECIAL INTERESTS AND HONORS
Nominee for participation in White House Conference on Youth, 1971
Phi Beta Kappa (scholastic honor)
Skiing, bicycling, working with youth

REFERENCES
Academic records and character references on file at George Washington University,

*List education and work experiences in reverse chronological order (as shown).
Include state certification if applicable.
Give source of institution where academic records and recommendations are on file.

NOTE: Strive for a neat and concise resume (preferably one page).
### APPENDIX D
Addresses of Federal Job Information Centers

<table>
<thead>
<tr>
<th>State</th>
<th>Address Details</th>
<th>City, State or Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALABAMA</td>
<td>805 Governors Drive, S.W.</td>
<td>Huntsville, AL 35801</td>
</tr>
<tr>
<td></td>
<td>107 St. Francis Street</td>
<td>Mobile, AL 36602</td>
</tr>
<tr>
<td>ALASKA</td>
<td>632 6th Avenue</td>
<td>Anchorage, AK 99501</td>
</tr>
<tr>
<td>ARIZONA</td>
<td>44 West Adams Street</td>
<td>Phoenix, AZ 85003</td>
</tr>
<tr>
<td>ARKANSAS</td>
<td>933 West 4th Street</td>
<td>Little Rock, AR 72201</td>
</tr>
<tr>
<td>CALIFORNIA</td>
<td>801 South Broadway</td>
<td>Los Angeles, CA 90014</td>
</tr>
<tr>
<td></td>
<td>425 Capitol Mall</td>
<td>Sacramento, CA 95814</td>
</tr>
<tr>
<td></td>
<td>300 West Court Street</td>
<td>San Bernardino, CA 92401</td>
</tr>
<tr>
<td></td>
<td>1400 5th Avenue</td>
<td>San Diego, CA 92101</td>
</tr>
<tr>
<td></td>
<td>450 Golden Gate Avenue</td>
<td>San Francisco, CA 94102</td>
</tr>
<tr>
<td>COLORADO</td>
<td>18th &amp; Stout Streets</td>
<td>Denver, CO 80202</td>
</tr>
<tr>
<td>CONNECTICUT</td>
<td>450 Main Street</td>
<td>Hartford, CT 06103</td>
</tr>
<tr>
<td>DELAWARE</td>
<td>17th &amp; King Streets</td>
<td>Wilmington, DE 19801</td>
</tr>
<tr>
<td>FLORIDA</td>
<td>275 Peachtree Street</td>
<td>Atlanta, GA 30303</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>451 College Street</td>
<td>Macon, GA 31201</td>
</tr>
<tr>
<td>HAWAII</td>
<td>Federal Building</td>
<td>Honolulu, HI 96813</td>
</tr>
<tr>
<td>IDAHO</td>
<td>Federal Building</td>
<td>Boise, ID 83702</td>
</tr>
<tr>
<td>ILLINOIS</td>
<td>279 S. Dearborn Street</td>
<td>Chicago, IL 60604</td>
</tr>
<tr>
<td></td>
<td>36 E. Pennsylvania Street</td>
<td>Indianapolis, IN 46204</td>
</tr>
<tr>
<td>INDIANA</td>
<td>210 Walnut Street</td>
<td>Des Moines, IA 50309</td>
</tr>
<tr>
<td>KANSAS</td>
<td>114 S. Main Street</td>
<td>Wichita, KS 67202</td>
</tr>
<tr>
<td>KENTUCKY</td>
<td>721 S. 4th Street</td>
<td>Louisville, KY 40202</td>
</tr>
<tr>
<td>LOUISIANA</td>
<td>620 S. 4th Street</td>
<td>New Orleans, LA 70130</td>
</tr>
<tr>
<td>MAINE</td>
<td>Federal Building</td>
<td>Augusta, ME 04300</td>
</tr>
<tr>
<td>MARYLAND</td>
<td>Lombard St. &amp; Hopkins Plc.</td>
<td>Baltimore, MD 21201</td>
</tr>
<tr>
<td>MASSACHUSETTS</td>
<td>F.D.R. Court House Bldgs.</td>
<td>Boston, MA 02120</td>
</tr>
<tr>
<td>MICHIGAN</td>
<td>144 W. Lafayette Street</td>
<td>Detroit, MI 48226</td>
</tr>
<tr>
<td>MINNESOTA</td>
<td>361 N. 58th Street</td>
<td>St. Paul, MN 55111</td>
</tr>
<tr>
<td>MISSISSIPPI</td>
<td>201 E. 12th Street</td>
<td>Jackson, MS 39201</td>
</tr>
<tr>
<td>MISSOURI</td>
<td>120 E. 12th Street</td>
<td>Kansas City, MO 64106</td>
</tr>
<tr>
<td></td>
<td>1620 Market Street</td>
<td>St. Louis, MO 63103</td>
</tr>
<tr>
<td>MONTANA</td>
<td>150 N.W. 11th Avenue</td>
<td>Helena, MT 59601</td>
</tr>
<tr>
<td>NEBRASKA</td>
<td>215 North 17th Street</td>
<td>Omaha, NE 68102</td>
</tr>
<tr>
<td>NEVADA</td>
<td>300 E. Broad Street</td>
<td>Reno, NV 89502</td>
</tr>
<tr>
<td>NEW HAMPSHIRE</td>
<td>301 E. Penicillin Streets</td>
<td>Washington, DC 20020</td>
</tr>
<tr>
<td>NEW JERSEY</td>
<td>25 Pennsylvania Plaza</td>
<td>Trenton, NJ 08618</td>
</tr>
<tr>
<td>NEW MEXICO</td>
<td>421 S. 1st Street</td>
<td>Albuquerque, NM 87103</td>
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<tr>
<td>NEW YORK</td>
<td>25 Federal Plaza</td>
<td>New York, NY 10007</td>
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<tr>
<td>NORTH CAROLINA</td>
<td>775 W. University Drive</td>
<td>Raleigh, NC 27603</td>
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<tr>
<td>NORTH DAKOTA</td>
<td>210 W. University Drive</td>
<td>Fargo, ND 58102</td>
</tr>
<tr>
<td>OHIO</td>
<td>1240 East 9th Street</td>
<td>Cleveland, OH 44199</td>
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<tr>
<td>PENNSYLVANIA</td>
<td>122 N. Broad Street</td>
<td>Philadelphia, PA 19102</td>
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<tr>
<td>SOUTH CAROLINA</td>
<td>1000 Liberty Avenue</td>
<td>Charleston, SC 29401</td>
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<tr>
<td>SOUTH DAKOTA</td>
<td>970 Broad Street</td>
<td>Rapid City, SD 57701</td>
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<tr>
<td>TENNESSEE</td>
<td>167 N. Main Street</td>
<td>Memphis, TN 38101</td>
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<td>State</td>
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<td>Address 2</td>
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<tr>
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<tr>
<td>TX</td>
<td>1114 Commerce Street</td>
<td>1100 Commerce Street</td>
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<td></td>
<td>411 N. Stanton Street</td>
<td>1100 Commerce Street</td>
</tr>
<tr>
<td></td>
<td>702 Caroline Street</td>
<td>1100 Commerce Street</td>
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<td></td>
<td>616 E. Houston Street</td>
<td>1100 Commerce Street</td>
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<tr>
<td>UT</td>
<td>Thru State Street</td>
<td>500 Quarrler Street</td>
</tr>
<tr>
<td>VA</td>
<td>Elmwood Avenue &amp; Pearl Street</td>
<td>1st Avenue &amp; Madison Street</td>
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<tr>
<td></td>
<td>415 E. Paul Boulevard</td>
<td>500 Quarrler Street</td>
</tr>
<tr>
<td></td>
<td>1st Avenue &amp; Madison Street</td>
<td>500 Quarrler Street</td>
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<tr>
<td>WV</td>
<td>1st Avenue &amp; Madison Street</td>
<td>500 Quarrler Street</td>
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<tr>
<td>PR</td>
<td>255 Ponce de Leon Avenue</td>
<td>255 Ponce de Leon Avenue</td>
</tr>
<tr>
<td>DC</td>
<td>15th Street</td>
<td>15th Street</td>
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</tbody>
</table>
APPENDIX E

Requirements for Aliens Teaching in the United States

The employment of aliens as educators is determined by each state. Below are the responses given by state certification officers to the question:

Must all teachers be U.S. citizens?

Response: No, the individual must meet state certification requirements:

<table>
<thead>
<tr>
<th>State</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Minnesota</td>
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<tr>
<td>Colorado</td>
<td>New Hampshire</td>
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<td>Delaware</td>
<td>North Carolina</td>
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<td>Georgia</td>
<td>Ohio</td>
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<td>Iowa</td>
<td>Oregon</td>
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<td>Kentucky</td>
<td>Texas</td>
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<tr>
<td>Louisiana</td>
<td>Utah</td>
</tr>
<tr>
<td>Maine</td>
<td>Wisconsin</td>
</tr>
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</table>

Response: Yes, the individual must be a U.S. citizen:

<table>
<thead>
<tr>
<th>State</th>
<th>Requirement</th>
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<tbody>
<tr>
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<td>District of Columbia</td>
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<tr>
<td>District of Columbia</td>
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</table>

Response: No, a "declaration of intent" must have been filed:

<table>
<thead>
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<th>State</th>
<th>Requirement</th>
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<tbody>
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<td>Idaho</td>
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<tr>
<td>Nevada</td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>New Jersey</td>
<td>South Carolina</td>
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</table>

The other 25 states responded with the following:

<table>
<thead>
<tr>
<th>State</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALASKA</td>
<td>No, only if district can verify no qualified citizens available.</td>
</tr>
<tr>
<td>ARKANSAS</td>
<td>No, must be in process of naturalization.</td>
</tr>
<tr>
<td>CALIFORNIA</td>
<td>Yes, exceptions made for those on employment visas meeting all state qualifications.</td>
</tr>
<tr>
<td>CONNECTICUT</td>
<td>Yes, except under certain conditions.</td>
</tr>
<tr>
<td>FLORIDA</td>
<td>Yes, except in emergency situations.</td>
</tr>
<tr>
<td>HAWAII</td>
<td>Yes, except when qualified citizen is not available.</td>
</tr>
<tr>
<td>ILLINOIS</td>
<td>No, a certification is issued with &quot;declaration of intent&quot;; does not require citizenship for language certification.</td>
</tr>
<tr>
<td>INDIANA</td>
<td>No, individual must hold state teaching certificate.</td>
</tr>
<tr>
<td>KANSAS</td>
<td>No, must have immigration status allowing full-time employment.</td>
</tr>
<tr>
<td>MARYLAND</td>
<td>No, under certain conditions teaching permits may be issued for one year.</td>
</tr>
<tr>
<td>MASSACHUSETTS</td>
<td>No, must meet state certification requirements; may teach language of origin if &quot;declaration of intent&quot; has been filed and a request be filed by commissioner that individual be so certified.</td>
</tr>
<tr>
<td>MICHIGAN</td>
<td>No, only, to obtain a permanent certificate.</td>
</tr>
<tr>
<td>MISSOURI</td>
<td>No, must work through and be recommended by accredited U.S. college offering a teaching major.</td>
</tr>
<tr>
<td>MONTANA</td>
<td>No, permanent visa required for temporary certificate.</td>
</tr>
</tbody>
</table>
NEBASKA  No, provisional certificate available for one year at the request of local agency.
NEW MEXICO  No, a "declaration of intent" must have been filed; one-year certificate can be issued at request of superintendent.
NEW YORK  No, if competent citizens are not available, or if individual is unable to file for citizenship for valid statutory reasons.
NORTH DAKOTA  No, a "declaration of intent" must have been filed, and school must request special certificate.
RHODE ISLAND  No, citizenship requirement can be waived by commissioner of education if "declaration of intent" has been filed and candidate is in "waiting period."
SOUTH DAKOTA  Yes, for regular certificates. A few certificates to non-citizens are issued.
VERMONT  Yes, however in select cases, certificates can be issued for one year to qualified individuals after a teaching position has been secured.
VIRGINIA  Yes, except when specific employing school requests waiver.
WASHINGTON  Yes, except exchange teachers and permits for those becoming citizens.
WYOMING  Yes, except for exchange teachers.
AMERICAN SAMOA  No, except where U.S. citizens are not available to teach.
ST. THOMAS  Yes, except where vacancies cannot be filled by citizens. Alien must have approval of Governor and Board of Education.
ST. JOHN  ST. CROIX

NOTE: FOR FURTHER CLARIFICATION ON ANY OF THESE, PLEASE CONTACT THE STATE CERTIFICATION OFFICERS LISTED ON PAGES 4 THROUGH 7.
The National Center for Information on Careers in Education collects and evaluates existing career materials, generates new materials, and serves as a research and central resource center for individuals and groups interested in careers in education or in recruiting within an educational program. The major objective of the NCICE is to affect the quantity and quality of people choosing a career in education as their life's work.

The Center defines education careers to include allied functions performed in a variety of settings, in addition to the classroom. Many of these careers can be effectively held by individuals with or without the kind of academic credentials associated with typical school positions.

The National Center for Information on Careers in Education is supported by the U.S. Office of Education, Bureau of Educational Personnel Development Act, Part A, Section 504: Attracting Qualified Persons to the Field of Education.