



Tennessee Educator Preparation Policy

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Approval of Educator Preparation Providers and Programs

All programs educator preparation programs and the providers offering programs leading to licensure must be approved by the State Board of Education. Such programs must ensure that candidates have opportunities to attain the knowledge and skills specified by the State Board of Education, have clinical experiences in accordance with guidelines established by the State Board of Education, and meet other standards, procedures, and guidelines established by the State Board of Education.

Eligibility

The following organizations are eligible to apply for approval to serve as a Tennessee-approved education preparation provider (EPP).

1. Tennessee-based Institutions of Higher Education (IHE) authorized by the Tennessee Higher Education Commission¹ working in collaboration with at least one local education agency with which the IHE has established a primary partnership.²
2. Education-Related Organizations (ERO) working in collaboration with at least one local education agency with which the IHE has established a primary partnership.
3. Tennessee local education agencies (LEAs) or a consortium of Tennessee LEAs operating in good standing.³

All EPPs must meet the standards adopted by the State Board of Education.

State Approval

Achieving approval to operate as an educator preparation provider and deliver preparation programs leading to Tennessee educator licensure and endorsements is a multistep process. The purpose of approval is to ensure that educators have access to training and support that provide opportunities for completers to become effective educators.

Requirements vary based on the type of provider (e.g., institution of higher education or education-related organization) and the current status (e.g., conditional or full approval). First time approvals (conditional) require different

¹ Regionally-accredited IHEs approved for teacher preparation in a state other than Tennessee may establish state-recognized partnerships with Tennessee LEAs for the purpose of teacher preparation. To be considered a state-recognized partnership, the IHE and LEA must submit a partnership agreement that remains on file with the TDOE. The Office of Educator Preparation and Accreditation will provide guidance for the parameters of the partnership. Candidates working in clinical settings based in a Tennessee LEA while enrolled in a preparation program that has a state-recognized partnership with that LEA may be eligible for the Tennessee practitioner license.

² See [Appendix D](#) for more information regarding LEA partnerships.

³ The TDOE will issue guidance about the criteria for LEAs being identified as being in “good standing.” In general, these criteria will relate to LEA performance (as measured by the State Report Card and other relevant indicators) and capacity to deliver the program as demonstrated through application.

types of evidence than ongoing approvals (full). Conditional approval is required for EPPs or Specialty Area Programs (SAPs) that have not achieved conditional approval. Full approval is granted to EPPs and SAPs that have achieved conditional approval and subsequently participated in a successful comprehensive review process. EPPs and/or SAPs that fall below expectations may be required to participate in an interim review at any point during the approval cycle. The requirements, review process, and outcomes for each type of approval are listed below.

Procedures for Approval of Educator Preparation Providers (EPPs) and Specialty Area Programs (SAPs)

Conditional Approval⁴

In order to achieve initial approval to prepare educators, all EPPs must engage in a conditional approval review.

1. Proposal Requirements

EPP & SAP: This type of approval is for an EPP that is not currently approved to offer any SAPs in the State of Tennessee. All EPPs must have approved SAPs. Conditional approval requires that proposal include responses to both EPP and SAP standards. Conditional approval is awarded based on a review managed by the Tennessee Department of Education.

EPPs must submit a proposal that addresses each of the following⁵:

- a. **EPP Preconditions** - Submit documentation that supports alignment with each of the EPP Eligibility Requirements ([Teacher Education and Accreditation](#)) to determine provider eligibility.
- b. **EPP Framework** – Identify plans for addressing how the EPP will address the following components of the CAEP Standards:
 - i. Standard 1: Content and Pedagogical Knowledge
 - ii. Standard 2: Clinical Partnerships and Practice
 - iii. Standard 3: Candidate Quality, Recruitment and Selectivity (See [Appendix E](#) for evidence required for conditional approval review).
- c. **Primary Partnership** – Submit documentation of the engagement of at least one primary LEA partner (See [Appendix D](#)).
- d. **SAP Proposal** – Submit a proposal for each specialty area program (SAP) or cluster of specialty area programs that includes an alignment of the program(s) with professional education standards and applicable specialty area standards (see [Appendix B](#))

SAP Only: This type of approval is for an approved EPP that is seeking approval of new specialty area program or an existing program that has undergone substantial revision. Advancement from conditional to full approval must take place during the next comprehensive review, unless the comprehensive review takes place within two years of the conditional approval. In that case, the program will be reviewed for full approval in

⁴ EPPs may develop experimental programs leading to teacher licensure. Such programs must be approved by the State Board of Education.

⁵ The TDOE will develop clear guidelines and templates for the submission of proposals.

the subsequent comprehensive review. If the program does not meet expectations for full approval, approval for the new SAP may be denied.

The EPP must submit a proposal (for each specialty area program or cluster of specialty area programs) that includes an alignment of the program(s) with currently-approved professional education standards and applicable specialty area standards;

2. Review Process

The Tennessee Department of Education will review proposals and respond within 90 days. Specific procedures for the conditional approval review process will be presented through guidance prepared by the Tennessee Department of Education. Providers may not publicize programs as leading to licensure prior to receiving conditional approval.

3. Possible Outcomes

Conditional approval awarded – Providers may begin recommending candidates for licensure in approved specialty areas. All conditionally approved programs must submit annual reports and participate in the comprehensive review within five years of receiving conditional approval. EPPs or SAPs persistently performing below expectations as reported on the annual report may be required to participate in an interim review at any point during conditional approval period.

Conditional approval denied – Providers may not recommend candidates for licensure or identify programs as leading to licensure. Providers may submit a revised proposal for consideration during the next review period.

Full Approval

In order to maintain approval to prepare educators, all EPPs must engage in a comprehensive review. Conditionally approved EPPs must participate in a comprehensive review within five (5) years of receiving conditional approval. Fully approved EPPs must participate in a comprehensive review every seven (7) years. Interim reviews may be required at any point if annual reports reflect performance persistently below expectations.

1. Requirements

For the purpose of the comprehensive review, EPPs may elect to seek national accreditation through CAEP or choose to pursue ongoing approval through the state-managed review process. Although the two processes may have some structural and functional differences, the expectation is that all Tennessee-approved EPPs will meet the same set of high expectations.

EPPs must submit evidence to demonstrate meeting each CAEP standard. Additionally, the TDOE will compile a multi-year annual report data to be considered in the comprehensive review process. Specific required evidence and metrics will be provided through guidance developed and communicated by the Tennessee Department of Education.

Between the spring of 2015 and the spring of 2017, the TDOE will work closely with EPPs to develop a plan to identify appropriate types of evidence and benchmarks for each aspect of the comprehensive report. At the end of the planning phase, the TDOE will make recommendations to the State Board of Education regarding appropriate criteria and benchmarks for full approval of Tennessee-approved preparation programs.

2. Review Process⁶ – The review process will include the following steps:

- a. **Pre-visit:** EPPs must submit evidence for review as defined by guidance provided by TDOE (See [Appendix F](#) for evidence required for comprehensive review).
 - i. At the provider level, EPPs will be evaluated against CAEP standards.
 - ii. At the program level, SAPs or clusters of SAPs will be evaluated based on data from annual reports. All annual report data will be reviewed by the TDOE 12 months prior to the on-site visit to determine the SAPs for which the EPP will need to submit additional evidence. SAPs meeting or exceeding expectations on annual reports will not be required to present evidence related to the implementation of specialty area standards. EPPs that have SAPs that do not meet or exceed expectations must present evidence demonstrating that the program has addressed and is making progress related to the areas or program components identified as falling below expectations. If the EPP is not able to present compelling evidence of improvement, a focused visit will be required.
- b. **Review Team** – Regardless of the pathway selected for approval, all reviews will be conducted by a trained team of site visitors.
 - i. When an EPP is seeking CAEP accreditation, CAEP selects site visitors and the Office of Educator Preparation and Accreditation selects and appoints a team of state examiners
 - ii. When an EPP is seeking state approval, the Office of Educator Preparation and Accreditation appoints the team.

⁶ The TDOE will issue guidance regarding the specific requirements, including types of evidence, templates for submission, process for submitting and reviewing data for the annual report, timelines and procedures for submitting required evidence and reports.

- c. **On-site visit:**
EPPs seeking CAEP accreditation will participate in a review facilitated by CAEP staff. If needed, SAP review will be conducted by completion of a review conducted by the state-appointed review teams and managed by the Department of Education. The review will focus on specific evidence and metrics required through guidance by the Tennessee Department of Education.
- d. **Post-visit:** The Advisory Committee on Educator Preparation (ACEP) reviews the materials and reports generated by the comprehensive review process. The committee recommends action relative to approval status to the Department of Education.
- e. **Approval:** The Department of Education submits recommendations to the State Board of Education.

3. Possible Outcomes

Full approval is issued as a result of positive approval action by the State Board of Education. This type of approval is offered to providers and programs that have achieved conditional approval and to programs that already hold full approval from the State Board of Education.

The following are options for State Board Action based on comprehensive review and recommendations from the Department of Education:

- a. **Full approval, exemplary status** – EPP/SAP exceeds expectations on a majority of the standards and indicators and meets expectations on all other standards and indicators. EPP/SAP is issued full approval with no stipulations.
- b. **Full approval** – The EPP/SAP meets expectations on all standards and indicators. In this case, the EPP/SAP is issued full approval with no stipulations.
- c. **Full approval, minor stipulations** – The EPP/SAP meets all expectations at the standard level, but falls below expectations on one or more indicators. In this case, the EPP/SAP is issued full approval with minor stipulations. The EPP must submit to the TDOE a plan for addressing the areas in need of improvement within three months of the State Board action. In each annual report for the following three years, the EPP must specifically report on progress made in this area. If not adequately addressed, the EPP/SAP may be required to participate in an interim review.
- d. **Probationary approval, major stipulations** – The EPP/SAP falls below expectations on one or more standards. In this case, the EPP/SAP is issued probationary approval with major stipulations. The EPP must submit to the TDOE a plan for addressing the areas

in need of improvement within three months of the State Board action.

In addition, the EPP, cluster(s) of SAPs or individual SAPs identified as falling below standards may not enroll new candidates in the program until the deficiency has been adequately addressed. In each annual report for the following three years, the EPP must specifically report on the progress made in identified areas.

After three years, a team composed of two or more representatives from the TDOE will conduct a focused review of the standard(s) identified as falling *below expectations*. The focused review may be off-site or on-site, as determined by the TDOE. As a result of the review, the review team may recommend continuation of full approval or denial of approval.

- e. **Denial of approval**-- The EPP/SAP falls below expectations on more than one standard. In this case, the EPP/SAP will be given guidance for working with enrolled candidates. In general, denied programs will be allowed to work with candidates who can complete the program within twelve months from the date of the denial of approval. The EPP/SAP must work with other candidates to identify options for transferring to another EPP/SAP or changing the program of study. The EPP may not apply for conditional approval for at least three years from the date of denial.

Interim Review

TDOE will manage an interim review if an EPP, cluster of SAPs or individual SAP is identified as persistently performing below expectations within the period of the review cycle. The TDOE will identify review team members with relevant and appropriate knowledge and expertise. The interim review may be off-site or on-site, as determined by the TDOE. As a result of the review, the review team may make recommendations for program improvement. At the next comprehensive review, the EPP/SAP must present evidence regarding progress in identified areas in need of improvement.

Annual Reports

Each year, all Tennessee EPPs will submit information for a report that provides information on a set of specific criteria, including those required by CAEP and additional Tennessee-specific requirements. Requirements for specific metrics and data to be compiled and provided to the TDOE as part of the annual reporting process will be provided to EPPs through guidance from the TDOE.

Annual reports will provide information to EPPs and external stakeholders about the performance of the provider and individual programs. These reports may be used to demonstrate evidence that programs are meeting expectations as defined by the State Board of Education.

The criteria below outline expectations that must be met, including types of evidence that will be included for annual reports, regardless of approval pathway. The TDOE will publish specific guidelines for required evidence collection and reporting procedures. Between the spring of 2015 and the spring of 2017, the TDOE will work closely with EPPs to develop a plan to identify appropriate types of evidence and appropriate benchmarks (below expectations, meets expectations, exceeds expectations) for each aspect of the annual report. The TDOE will make recommendations to the State Board of Education regarding the ongoing collection and analysis of evidence against established benchmarks.

Annual reports will include:

Information about updates or changes to the EPP or SAP

1. Substantial changes to the approved EPP or SAP(s), including substantial changes to parent organizations, meaningful or significant changes to primary partnerships, the requirements for selection, structure of the program of study, clinical requirements or candidate assessment systems. Substantial changes do not include minor changes, such as course substitution that does not disrupt alignment to standards, or changes to course titles or names of courses that do not reflect significant changes to course content.
2. Primary contact information, including verification the designated leader of the EPP and approved certification officers.

Metrics – The TDOE will be responsible for preparation of the annual reports. EPPs will be required to submit or verify data for the annual reports.

1. **Recruitment and Selection** – The EPP will report on criteria demonstrating the recruitment and selection procedures utilized by the preparation provider. Types of evidence may include: selection protocols, examples of selectivity characteristics (e.g., admitted cohort average GPA, admitted cohort average ACT score). The EPP will also report performance against identified recruitment goals. Recruitment goals should be developed in cooperation with the primary partner(s).
2. **Placement** – The EPP will verify the number and percentage of candidates placed in Tennessee public schools in the three years immediately following program completion.
3. **Retention** – The EPP will verify the number and percentage of placed completers who remain working in Tennessee public schools in the third and fifth years following placement.

4. **Completer Satisfaction** – The EPP will report or verify results from a completer satisfaction survey. Completers will be surveyed within six months of program completion and again after the third year of teaching.
5. **Employer Satisfaction** – The EPP will report or verify results from an employer satisfaction survey. All primary partner LEAs will be surveyed. In addition, LEAs employing more than 25% of the completer cohort will be surveyed.
6. **Completer Outcomes** – The EPP will verify on completer outcomes as measured by the following components:
 - a. Graduation rates
 - b. First time pass rates on required Praxis assessments
 - c. Ability of completers to meet licensing requirements
7. **Completer Impact** – The EPP will report on completer performance as measured by components of approved Tennessee evaluation models (the report will provide data at the EPP and program level), including:
 - a. The distribution of overall evaluation scores
 - b. The distribution of observation scores
 - c. The distribution of individual growth scores
8. **Stipulations (if necessary)** – Until met, address any stipulations cited in most recent comprehensive review.

Program Design Requirements

Clinical Experiences

Teacher candidates shall successfully complete an induction program consisting of either a full school year internship or a student teaching semester in accordance with standards and procedures established by the State Board of Education.

Clinical Mentors

1. EPPs will specify the selection process for mentors. At a minimum, teachers who serve as mentors or mentor/intern coordinators must be:
 - a. Identified as a highly effective teacher as evidenced by a state-approved evaluation model.
 - b. Appropriately licensed and endorsed in the area where they will be supervising the candidate.
2. Mentors will be provided with release time for counseling, observation, evaluation, or other activities related to the clinical that occur during the school day.
3. EPPs will develop a process for selecting sites for clinical experiences. Sites may include the state's special schools. Non-public schools may serve as placement sites for a portion of the internship; however, the non-public schools must be state-approved or accredited as indicated by SDE Categories 1, 2, or 3. SDE categories 4 and 5 schools are not acceptable placement sites.
4. EPPs will address the criteria by which individual internship sites are selected. At a minimum, the criteria should include the following:
 - a. Expressed willingness of the principals and teachers at the selected schools to serve as mentors and evaluators of interns.
 - b. Evidence of an effective instructional program at the selected schools.
 - c. Commitment by school system officials to the internship program.
 - d. Appropriate setting in one or more schools to provide for a variety of experiences and opportunities for interns to teach students with diverse learning needs and with varied backgrounds.

Internship – The internship is a full school year experience following completion of a baccalaureate degree whereby teacher candidates are inducted into the teaching profession.

1. The interns shall spend more than half of the school year (approximately 100 school days) in direct teaching activities. The internship experiences shall include classroom teaching, observation, coursework, seminars,

and planning and shall occur primarily in the school setting; internship experiences may occur in either public schools or other state approved schools. The interns shall have direct teaching experiences with students with diverse learning needs and varied backgrounds in at least two classrooms which may be in different schools.

2. The interns shall have regular and frequent contact with a team of mentors, both higher education faculty and K-12 teachers, throughout the school year. K-12 teachers shall assume mentoring roles and, in cooperation with higher education faculty mentors, direct the activities of the interns in the classroom.
3. The interns shall be supplemental to the existing staff in the schools in which they are located.
4. The performance of interns shall be evaluated by the internship team composed of teacher mentors, EPP faculty mentors, and principals or their designees.
5. Candidates who successfully complete a full school year internship experience shall have the year count as the first year of practitioner licensure; the internship shall count as one full school year (10 months) on the state pay scale. The salary or stipend paid to an intern, if any, may be less than the regular salary on the state salary schedule.
6. EPPs will develop requirements for completion of internship assignments and outline the causes and procedures by which an internship can be terminated.

Student Teaching – The student teaching experience is a planned professional semester of at least 15 weeks that includes full day teaching and observation activities as an initial step in the induction process for teacher candidates.

1. Prior to entering the professional semester, the candidate will have attained the knowledge and skills constituting the general education standards, much of the knowledge and skills constituting the major in a qualified teaching area, and an introduction to the knowledge and skills constituting the professional education standards.
2. The student teachers shall have direct teaching experiences with students with diverse learning needs and varied backgrounds in at least two classrooms which may be in different schools.
3. Regular seminars shall be held with EPP faculty to focus on application and analysis of teaching knowledge in the classroom, but no other courses may be taken by student teachers during the professional

semester. In exceptional cases, student teachers may seek the approval of the head of the college or department of education to take no more than one additional course during student teaching provided: (1) the course does not interfere with the student teacher's full participation in all activities associated with student teaching and (2) no other opportunity exists for the student to take the course before completion of the teacher education program.

4. Cooperating teachers shall assume mentoring roles and direct, in cooperation with EPP faculty mentors, the activities of teacher candidates in the classroom.
5. The performance of teacher candidates shall be evaluated by cooperating teachers and supervising EPP faculty with shared responsibility for formative evaluation. Summative evaluation shall be the responsibility of the EPP faculty with significant input from and consultation with cooperating teachers.
6. EPPs will develop requirements for completion of student teaching assignments and outline the causes and procedures by which a student teaching experience can be terminated.

Post-Baccalaureate Programs

The post-baccalaureate teacher education program will be designed to attract talented individuals who hold a baccalaureate degree but have not completed teacher preparation and those seeking to change careers who have the potential to become effective teachers.

General Requirements

1. At a minimum, post-baccalaureate programs will be a twelve (12) calendar month program of substantial full-time study.
2. EPPs shall require candidates to address any deficiencies in their undergraduate education to ensure the attainment of the knowledge and skills required in general education, professional education, and the major for the teaching field; additional course work may be required based upon assessment of the knowledge and skills demonstrated by the candidate when admitted to the program or through assessment of performance during the induction experience.
3. Candidates in post-baccalaureate programs shall complete at least an entire summer or full semester carrying a full load of course work in professional education including laboratory/field experiences prior to entering an induction experience.

4. Additional course work to meet other knowledge and skills required in general education, professional education, or the teaching area constituting a major shall be completed during and/or following the induction experience.

Admission to Post-Baccalaureate Programs - Applicants must demonstrate potential to become effective teachers and meet the following requirements:

1. High academic standing in their baccalaureate program and/or demonstrated success in a career field related to the teaching area for which they will seek licensure.
2. Admission standards comparable to those required of candidates entering undergraduate teacher education programs, including passing scores on required tests of knowledge and skills required in Tennessee.

When determining a program of study for post-baccalaureate candidates, EPPs should consider the following:

General Education

1. Look for distribution among the five areas: math, science, social science, humanities, and communications. Require course work only for gross discrepancies.
2. Demonstrate competency through nationally normed assessment in the content area where deficiencies have been identified.

Subject Specialty Area

1. Look for the equivalent of study roughly equivalent to a major or minor in the teaching field.
2. Allow candidates to test out of subject areas, through CLEP, required state-approved content assessment (e.g. Praxis II) or other means. Consider successful completion of the Praxis test for the subject area as one piece of evidence among many.

Standards

The knowledge and skills listed in each licensure section are broad goal a statement regarding what is expected of a teacher seeking initial licensure; educator preparation providers should develop more specific competencies where appropriate.

Standards for the Educator Preparation Provider

The Council for the Accreditation of Educator Preparation (CAEP) is the national organization approved by the U.S. Department of Education to accredit educator preparation providers in the United States. In August 2013, the CAEP Board of Directors approved a set of standards to be used in the accreditation process. These standards represent a shift in the accreditation process that reflects a stronger emphasis on outcomes (e.g. graduation rates and assessment results) and completer impact on PreK-12 students (e.g. teacher effectiveness). The new requirements mandate standardized reporting intended to improve the provider's opportunity to utilize this information for the purposes of continuous improvement.

All providers must be approved to prepare educators in Tennessee. Providers must elect one of two pathways to be granted approval in Tennessee:⁷

- Achieve national accreditation through a review conducted by CAEP, or
- Achieve state approval through a review managed by TDOE.

While seeking national accreditation is optional in Tennessee, expectations for all EPPs are the same. Through either pathway, EPPs will provide evidence in response to each of the five CAEP standards. In addition, all EPPs must meet Tennessee-specific annual reporting requirements. To the extent possible, Tennessee-specific reporting requirements will be the same as those required for national accreditation; however, Tennessee may require additional components.

Programs, designed at the undergraduate level will have three components.

1. liberal arts component, as outlined in the section on general education;
2. a program of professional studies, as outlined in the section on professional education and as further amplified in the sections dealing with the various teaching areas; and
3. A program of study in the teaching area constituting a major.

Programs designed for candidates who have already completed a baccalaureate degree will have two components.

1. a program of professional studies, as outlined in the section on professional education and as further amplified in the sections dealing

⁷ The CAEP standards, as well as additional information and guidance about the process for seeking approval in Tennessee to operate as an educator preparation provider may be found on the [Tennessee Department of Education Website](#).

with the various teaching areas; and

2. Verification of content knowledge in the teaching area constituting major or 24 credits in the content area or qualifying scores on the required assessments related to the specialty area for which the candidate is being trained.

Standards for General Education

The general education core curriculum will constitute approximately 50% of the 120 semester hours minimum coursework required to complete the baccalaureate degree. Coursework in the teaching area (methods, pedagogy, theory and/or history of education) will constitute approximately 30% of the 120 semester hours minimum coursework required to complete the baccalaureate degree.

Institutions of higher education, including colleges or departments of education and colleges of arts and sciences, have the responsibility to design effective liberal arts and teacher education programs for teacher candidates. The institutions, in accordance with their own governance procedures, will make decisions regarding organizing resources and designing teacher preparation programs to address the knowledge and skills outlined in this document. Teacher candidates will have adequate advisement in both education and the teaching field.

Teacher education programs of study must include a liberal arts component to foster the personal intellectual development of teacher candidates. The sequence of studies in general education will be well-planned and broad enough to permit teacher candidates to develop the knowledge and skills essential to experiencing success, satisfaction, and intellectual growth in teaching and in life. All teacher candidates will demonstrate the knowledge and skills to accomplish the following:

1. Knowledge and Skills Pertaining to All Areas

- a. Integrate knowledge acquired from a variety of sources.
- b. Use basic problem solving skills such as identifying, defining, postulating and evaluating, planning and acting, and assessing results.
- c. Analyze and synthesize ideas, information, and data.
- d. Understand cultural and individual diversity, and human-kind's shared environment, heritage, and responsibility.
- e. Understand and respect other points of view, both personal and cultural.
- f. Understand one's own and others' ethics and values.
- g. Understand the appropriate role of technology for gathering and

communicating information. (More specific knowledge and skills regarding instructional technology will be acquired in the professional education core and in the major.)

- h. Understand the interdependence among fields of study.

2. Communication

- a. Send and receive messages, written and oral, in Standard English; communicate verbally and non-verbally.
- b. Understand how non-verbal cues affect listening; use non-verbal cues in a positive way.
- c. Identify one's intended audience and communicate effectively when speaking or writing.
- d. Know about diverse communication styles, abilities, and cultural differences.

3. Humanities and the Arts

- a. Know about various means of creative expression, both within a given culture and across cultures or languages.
- b. Understand how human ideals, values, and ethics can be examined and illuminated figuratively.
- c. Know about the past and current relationships between creative expression and the societies from which they grow.
- d. Understand how creators and critics make informed qualitative judgments about creative expressions; formulate such judgments oneself.

4. Social Science and Culture

- a. Understand how social scientists create, describe, disseminate, and refine new knowledge within their disciplines.
- b. Apply social science methods in appropriate situations.
- c. Understand how governmental and social institutions interact with each other and with individuals.
- d. Have an informed historical perspective, including an understanding of how one's own society developed and an awareness of how other societies developed.
- e. Have an informed perspective on contemporary issues affecting society.

5. Science and Technology

- a. Understand how scientists and technologists create, describe, disseminate, and refine new knowledge within their disciplines.
- b. Apply scientific methods in appropriate situations.
- c. Understand the major ways that science and technology have affected humans and their world.
- d. Understand the power and limitations of science and technology in a changing world; understand how societies, institutions, and

individuals are responsible to see that technology is used ethically and appropriately.

- e. Be aware of contemporary scientific and technological trends and implications for the future.

6. Mathematical Concepts and Applications

- a. Understand how algebraic, geometric, and arithmetic ideas are created, described, disseminated, and refined.
- b. Apply mathematical methods in appropriate situations, such as in science.
- c. Send, receive, and interpret information which is presented graphically and numerically.
- d. Apply mathematical techniques to solve real life problems.

Implementation Standards

- 1. Some of the knowledge and skills specified for specific subject or grade level endorsements may be covered in courses that comprise the general education core.
- 2. Coursework in the general education core will be at the appropriate (college) level and will build upon pre-college work that assumes the student has covered the academic skills and subjects described by The College Board and referenced in the Comprehensive Education Reform Act of 1984 (TCA 49-5-5023).

Standards for Professional Education

All teacher candidates complete studies in professional education. The coursework and related field and laboratory experiences should provide the teacher candidate with the knowledge and skills to effectively teach all students, including students at risk, students with disabilities, English language learners, economically disadvantaged students, highly mobile students, intellectually gifted students, and students from different racial, cultural and ethnic backgrounds.

Professional Education Standards

Providers should ensure that all programs are aligned with the standards approved by the Interstate Teacher Assessment and Support Consortium (InTASC). The InTASC standards can be found on the Tennessee Department of Education website: www.tn.gov/education/teaching/educator_prep.shtml. Providers should also address the following implementation standards:

Implementation Standards

1. All teaching areas include the standards in the professional education core; coursework and related field experiences apply the standards to specific teaching areas.
2. Courses that comprise the professional education core may include some of the performance standards for specific subject or grade-level endorsements.
3. All EPPs will adhere to candidate admissions requirements (see [Appendix C](#)).
4. All EPPs will report to the TDOE any candidate who holds a practitioner license and fails to make adequate progress towards completion of program requirements in order to qualify for advancement or renewal of the practitioner license by the end of the third year of the license. This includes any candidate who is no longer enrolled in the preparation program.
5. All educators should have several clinical experiences that reflect the breadth of the grade span and the depth of the content reflected in the endorsement for which the candidate is being prepared. Clinical experiences may include field experiences, student teaching and/or internships.
6. All preparation programs must include training to support candidates' readiness to deliver instruction informed by [Response to Instruction](#)

and Intervention Framework (RTI²). Candidates not seeking endorsement in Special Education should be prepared to deliver instruction and intervention at the Tier I and II levels.

7. All preparation programs must include training to support candidates' understanding of a state-approved educator evaluation framework. Programs are encouraged to employ state-approved evaluation tools for the purpose of evaluating candidates during clinical experiences. Programs are also encouraged to incorporate applicable training materials provided by the TDOE and Tennessee Higher Education Commission (THEC).
8. In addition to the InTASC standards, Tennessee student standards and specialty area standards, providers may want to consider relevant standards to support educators' preparation to work with students at varying levels of cognitive, linguistic, social and emotional development. For example, endorsement areas that include grades 6-8 or 6-12 may want to consider the standards presented by the Association for Middle Level Education. More information and the standards can be found on their website: www.amle.org.

Standards for Specialty Areas

Most specialty areas are associated with a specialized professional association that presents standards reflecting the knowledge and skills that educators prepared in that area should possess. In addition, educators should be prepared to deliver instruction that enable students to master Tennessee Student Standards. Programs should ensure that candidates master the content covered in the areas for which they are prepared to teach. Educator preparation providers should align coursework, clinical experiences, and candidate assessment systems to appropriate standards for each specialty area.

In the pages below, each specialty area is presented with a brief description of the role of an educator prepared in this area, examples of appropriate standards to which providers may choose to align the specialty area program, and a brief set of program implementation standards related to the specialty area.

Early Development and Learning Education

(Endorsement in Early Development and Learning, PreK-K)

Tennessee supports early development and learning (PreK-K) preparation programs that enable teacher candidates to meet the cognitive, social, emotional and physical needs of all young children, including children with disabilities and developmental delays ages birth through six. The program of study assists candidates in applying developmentally appropriate practices in teaching young children in infant and toddler programs, pre-kindergarten programs, and kindergarten in a variety of regular and special education environments. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Educator preparation providers may adapt the professional education standards and special education core standards to meet the particular needs of early development and learning teachers in infant and toddler, pre-kindergarten and kindergarten settings.
2. Candidates in early development and learning may have an interdisciplinary major in exceptional learning or the equivalent or they may major in child development or any acceptable major in corresponding curricular areas.
3. Educator preparation providers provide focused study of the [teaching of reading](#) and may include such study in the major or in the professional education core.
4. Educator preparation providers offer field experiences and clinical practice that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings including infant and toddler, pre-kindergarten, and kindergarten. Institutions provide practicum experiences prior to the student teaching/extended field experience semester or to the full year internship. The field experiences involve a variety of settings including home-based, clinical/center-based, and public (or state approved) school-based settings. At least one of the settings must be in an inclusive environment.

5. Education preparation providers offer student teaching/extended field experience semester or a full year internship. Such placements may be in sites sponsored by education agencies, other public agencies, or state licensed private agencies. Institutions submit for approval a description of the experience. All sites are evaluated continually by the institutions of higher education to assess their appropriateness and quality as student teaching or internship sites. Teacher candidates are supervised by cooperating teachers or other licensed professionals who are qualified and experienced in their fields. Teacher candidates complete student teaching/extended field experience semester or full year internship involving infant/toddler or pre-kindergarten, and kindergarten placements.
6. Educator preparation providers may recommend for initial licensure candidates who were not previously licensed to teach, but who have completed an early childhood education or child development bachelor's or master's level program. In order for a program to make such a recommendation, programs must ensure that candidates meet the standards for early development and learning PreK-K and have completed a student teaching/extended field experience semester or full year internship involving (1) infant/toddler or pre- kindergarten, and (2) kindergarten placements.

Early Childhood Education

(Endorsement in Early Childhood Education, PreK-3)

The standards for early childhood education (PreK-3) offer educator preparation providers guidelines for developing prospective teachers who have the necessary content and pedagogical knowledge, as well as the personal dispositions necessary, to be effective beginning teachers. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Educator preparation providers develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. The program of study assists candidates in applying developmentally appropriate practices in teaching young children in infant and toddler programs, pre-kindergarten programs, and primary grades.
2. Candidates in early childhood education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. The major may be combined with study in other fields related to how children learn in the context of their environment. Enrollment in such a major should be open to students who are preparing for licensure in early childhood education and to students who are not. Examples include the following:
 - a. An interdisciplinary major, which includes study in what is taught in primary grades.
 - b. An interdisciplinary major in human development and learning which draws upon fields such as psychology, sociology, cultural anthropology, biology, and child development.
 - c. A major in a single discipline. Majors in child development and family studies, human growth and development, and developmental psychology are particularly appropriate; other majors will be considered for approval.

3. Educator preparation providers offer teacher candidates internship or student teaching experiences in both birth through age 4 and kindergarten through grade 3 (to the extent possible). (Candidates who do not have a student teaching experience in birth through age 4 must have a kindergarten experience.) Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. All sites for the student teaching semester or full year internship are approved as part of the regular teacher education program approval process. All sites are evaluated continually by the institutions of higher education to assess their appropriateness and quality as student teaching or internship sites. Teacher candidates are supervised by cooperating teachers or other licensed professionals who are qualified and experienced in early childhood programs.
4. Educator preparation providers provide focused study of the [teaching of reading](#) and may include such study in the major or in the professional education core.
5. Educator preparation providers may develop joint licensure programs in Early Childhood Education PreK-3 and Special Education Preschool/Early Childhood Education PreK-3.
6. Teacher candidates not previously licensed to teach, but who have completed an early childhood education or child development bachelor's or master's level program, can be recommended for initial licensure, provided that they meet the standards for early childhood education (PreK-3) and have completed an enhanced student teaching semester or full year internship involving both birth through age 4 and grades kindergarten through 3.

Elementary Education

(Endorsement in Elementary Education K-5)

Tennessee supports elementary education (K-5) preparation programs that enable teacher candidates to meet the academic and developmental needs of all students. The standards for elementary education (K-5) provide teacher preparation programs with guidelines for developing prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning teachers.

Educator preparation programs should have a comprehensive program of study that integrates the general education core, professional education, an academic major and a variety of field experiences to ensure teacher candidates meet all of the following standards. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

Candidates in elementary education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. The major may be combined with study in other fields related to how children learn in the context of their environment. Enrollment in such a major is open to students who are preparing for licensure in elementary education and to students who are not. Examples include the following:

1. An interdisciplinary major, which includes study in English, mathematics, science and social studies.
2. An interdisciplinary major in two disciplines from the arts and sciences. The major may include any combination of subjects taught in elementary grades.
3. A major in a single discipline from the arts and sciences.
4. Educator preparation providers provide focused study of the [teaching of reading](#) and may include such study in the major or in the professional education core.

Middle Grades Education
(Endorsements in English/Language Arts 6-8,
Mathematics 6-8, Science 6-8, and Social Studies 6-8)

Preparation programs for middle grades education (6-8) should be designed to enable teacher candidates to meet the academic and developmental needs of all students. The standards for middle grades education provide educator preparation providers with guidelines for developing prospective teachers who have the necessary content and pedagogical knowledge, as well as the personal dispositions necessary, to be successful beginning teachers.

Teacher preparation programs should have a comprehensive program of study that integrates the general education core, professional education, an academic major and a variety of field experiences to ensure teacher candidates meet all of the following standards. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Candidates in middle grades education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. The major may be combined with study in other fields related to how children learn in the context of their environment. Enrollment in such a major should be open to students who are preparing for licensure in middle grades education and to students who are not. Examples include the following:
 - An interdisciplinary major in two disciplines from the arts and sciences. The major may include any combination of subjects leading to a middle grades endorsement (English/Language Arts, mathematics, science, social studies,).
 - A major in a single discipline from the arts and sciences with an area of emphasis (approximately 10% of the undergraduate curriculum) in at least one additional discipline outside the major.

2. Educator preparation providers provide focused study of the [teaching of reading](#) and may include such study in the major or in the professional education core.
3. To the extent possible, teacher candidates have experiences—either in field experiences or internship/student teaching—in a variety of instructional patterns, including teaming, departmentalization and self-contained in the content areas for which they are being prepared.

Reading Standards

To Be Integrated Into Licensure Standards,
PreK-K, PreK-3, K-5, and 6-8 (all content areas)

Teacher candidates in the licensure areas of early childhood education PreK-3, elementary education K-5 and middle grades education 6-8 (all content areas) must complete a focused study of the teaching of reading within the context of their preparation to teach language arts and other content areas.

Prospective teachers completing these pre-service programs should understand what is needed for all children to learn to read. Reading is a linguistic and cognitive process. Teacher candidates need to understand that a balanced reading program is one in which the development of both aspects of learning to read—the alphabetic principle and the construction of meaning—go on at the same time and in the same activities. Teacher candidates must be prepared to make instructional decisions appropriate for the needs of individual students.

In addition, teacher candidates need to understand that children learn to read within the context of every subject. They need to understand that to continue to learn to grow as readers children need explicit instruction in reading and writing throughout the elementary and middle school years. They need to understand the reciprocity between reading and writing processes in both learning to read and in reading to learn.

The coursework and related field and laboratory experiences in teacher preparation programs enable the teacher candidate to meet the following performance standards. In addition to the general implementation standards, programs seeking to prepare candidates for these endorsements should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Tennessee-Specific Standards for Reading Instruction

Content Knowledge and Content-Related Pedagogy

1. Candidates know about and apply research-based teaching practices that enable all children and youth to become proficient and motivated readers, writers, speakers, and listeners. They develop expertise in applying explicit approaches to support student acquisition of phonemic awareness, fluency, reading comprehension and study skills.

2. Candidates demonstrate developmentally appropriate practices for promoting and developing beginning literacy skills and strategies for all young children. Candidates know and demonstrate the integration of reading instruction across all subject matter areas and make appropriate accommodations for students who are experiencing difficulties in reading. They demonstrate working knowledge of pedagogical strategies to provide learning experiences that enable children to become competent, independent readers including knowledge of how to teach reading to children whose native language is other than English.
3. Candidates know that effective instruction integrates attention to the alphabetic principle with attention to the construction of meaning and opportunities to develop fluency. They demonstrate a clear understanding of the interrelationships among the dimensions of a balanced reading program:
 - Phonemic awareness—the skills and knowledge to understand how phonemes, or speech sounds are connected to print.
 - Decoding unfamiliar words embedded within continuous text and in isolation.
 - Fluency—the ability to read at a rate that supports comprehension of text.
 - Background information and vocabulary to foster reading comprehension.
 - Comprehension—the development of appropriate active strategies to construct meaning from print.
 - Development and maintenance of a motivation to read.
 - Reading to learn— informational and study skills.
4. Candidates understand the phonological and orthographic systems of language and how these two systems are related. They understand how children develop reading and literacy skills before beginning formal instruction and how instruction should proceed to help all children learn to read and write.

Student Development

1. Candidates understand the developmental nature of language and its relationship to learning to read and identify age and developmentally appropriate strategies in their teaching of students. They identify and design appropriate strategies to improve the literacy skills of all students.
2. Candidates apply information about language development as it relates to literacy and about the relationship between early literacy behavior and successful beginning reading.

3. Candidates demonstrate knowledge about reading development and students' reading difficulties and understand the skills and strategies that are critical for learning to read, reading to learn and reading to do. They have the knowledge that allows them to tailor reading programs for children who are not responding to instruction.
4. Candidates recognize the characteristics of good readers, differentiate good readers from poor readers in light of those characteristics and apply that knowledge to effective intervention strategies for all readers.

Curriculum

1. Candidates know how to implement a balanced literacy program that provides explicit and systematic instruction within a print-rich environment regardless of grade level. They teach reading within the context of every subject area in such manner as to build vocabulary, background knowledge and strong comprehension strategies. They assess student progress, use data to identify children who are falling behind in reading or who are at risk of falling behind and provide intervention methods that are based on those assessments.
2. Candidates include in their curricula components and practices consistently supported by research including:
 - Explicit teaching of word identification strategies, comprehension and literature appreciation;
 - Instructional activities to ensure the development of phonemic awareness;
 - Systematic and explicit instruction in the code system of written English;
 - Daily exposure to a variety of print and visual media, as well as opportunities for children to read independently and with others and for children to hear literature read aloud;
 - Selection of developmentally appropriate books and interaction with children in read-aloud sessions to foster comprehension;
 - Vocabulary instruction (general and technical) that includes a variety of complementary methods that integrate all language arts to assist children and youth in acquiring and expanding their receptive and expressive vocabularies;
 - Comprehension strategies that promote higher order thinking including predicting outcomes, summarizing, clarifying, describing main idea, questioning, critical thinking, metacognition and visualizing;
 - Frequent writing of narrative, expository and creative prose to enable analytical and critical understanding of what is read;
 - Use of other subject areas to reinforce reading, comprehension,

- communication and study skills; and
 - Strategies that motivate children to learn to read so that they read for pleasure and information and continue to grow as readers throughout their school years and as adults.
3. Candidates understand the importance of teaching phonics and word analysis skills within the context of a rich body of media in multiple domains. They help students understand the forms and functions of different kinds of text and help them build the vocabulary and background knowledge necessary for comprehension as they progress through the grades.

Learning Expectations—Instruction

1. Candidates plan and orchestrate appropriate learning experiences for all students. They combine their knowledge of the critical components of reading instruction with understanding of how children develop reading and literacy skills prior to beginning formal instruction and how children continue to develop into skilled readers through explicit instruction and practice. They communicate high expectations and provide effective feedback for students.
2. Candidates use information about the learning and curricular needs of diverse learners including students with disabilities and students with limited English proficiency to establish high expectations and design learning that meets the needs of all children. They understand their responsibility to provide leadership to coordinate the student's reading program, collaborate with other classroom teachers and support staff (including Title I, special education and ESL teachers), implement interventions for children in need of special services and integrate instruction in pull-out programs with on-going classroom instruction.
3. Candidates understand that to teach reading and writing effectively they may need to adapt and augment lessons and proprietary reading programs to meet unique needs. They understand that teaching all children to read requires being a leader who makes proactive decisions about the strategies and materials most appropriate for the children in their classrooms.
4. Candidates understand that children need the opportunity to read independently each day and have opportunities to discuss what has been read to develop the fluency, vocabulary and background knowledge that will improve comprehension, foster enjoyment of reading and increase motivation. They also understand the need for children to hear a wealth of good books read aloud. Candidates are proficient in a wide range of instructional strategies.

Assessment Strategies

1. Candidates understand that assessments are used for various purposes, including determining strengths and needs of students in order to plan for instruction and flexible grouping; monitoring of progress in relation to stages of reading, spelling and writing; assessing curriculum-specific learning. Candidates use ongoing formal and informal diagnostic tests appropriately for instructional decision-making, program placement and analysis of growth over time.
2. Candidates have knowledge of factors that identify children at risk of failure to learn to read and are able to apply that knowledge to early identification of children at risk of failure. They know how to conduct curriculum-based assessments to guide instructional decision-making. They are able to conduct formal and informal assessment for continuous, in-class assessment of children's reading abilities. They understand how to interpret and modify instruction according to norm-referenced and individually referenced assessment outcomes, including in-class progress monitoring measures.

Reflective Practice

1. Candidates understand that teachers are reflective practitioners who continually assess and adapt their practices in light of their experiences with students and based on scholarship related to their profession. They understand that teachers are actively involved in their own development as professionals who keep abreast of developments in reading and communication research and know how to apply research judiciously to their practice.
2. Candidates use strategies to support reflective practice including teacher action research and study groups. They know how to evaluate their instruction based on student learning and make appropriate adjustments.

Community Context

1. Candidates understand that their classrooms operate within and are influenced by school, local, state, national and world communities. They understand how to foster relationships with school colleagues, parents and agencies in the larger community to support students' learning. Candidates understand the need to relate literacy learning to the rich cultural and language heritage diverse learners bring to the classroom.
2. Candidates understand the importance of involving families in a meaningful way in the education of their children. Candidates understand the role that family literacy strategies play in all

communities including those in which large numbers of children are at risk of reading failure. They understand that in some communities large numbers of children may live in poverty, have limited English proficiency or live in homes in which the parent's or caretaker's reading levels are low.

3. Candidates understand the importance of the cultural context of the community.

Implementation Standards

1. Educator preparation providers offer prospective teachers a focused study of reading, incorporating the candidate standards appropriate to the relevant grade spans—early childhood education, elementary education, and middle grades education. They provide teachers with the opportunity to acquire the necessary content and pedagogical expertise to ensure that teachers have basic knowledge of the structure of the English language, reading development and the nature of reading difficulties. They ensure that prospective teachers can use validated, reliable, efficient assessments to inform classroom teaching. They educate prospective teachers to identify, read, respect and apply research findings to their practice and to evaluate their practice. They provide instruction in reading development. They provide opportunities for prospective teachers to observe teachers demonstrating successful instruction. They ensure that teachers can integrate reading, comprehension, and study skills in all subject areas.
2. Educator preparation providers offer prospective teachers with opportunities to develop their expertise through a coherent set of experiences in a variety of high quality field sites. They work with school-based educators who practice research-based instructional strategies, reflect on their practice and model a learning community. Educator preparation providers establish collaborative relationships with school districts that provide sites for prospective teachers' field experiences.
3. Educator preparation providers base their programs on the principle that research should guide the profession and that teacher educators must revise their programs in accordance with new research findings and incorporate them into their coursework. They revise their reading and language arts programs to reflect the findings of reading research related to an understanding of the reading and writing processes and the components that must be in place to enable all children to learn to read and read to learn.

English/Language Arts Education (Endorsement in English 6-12)

English/Language Arts teachers will be able to assist ALL students in developing critical thinking skills and knowledge necessary to produce oral, visual, and written literacy, print and non-print media, technology, and research theory and findings. Effective literacy principles include the following: language, communication, writing, research, logic, informational text, media, and literature. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Candidates for the profession of English 6-12 teaching must have a basic knowledge of a world language. This requirement is met by passing six semester hours of college-level world language instructions or the equivalent, as determined by the institution of higher education.
2. Candidates for the profession of teaching must have a foundational knowledge of the teaching of scientifically-based reading. This knowledge includes, but is not limited to, fluency, vocabulary, and comprehension in both fiction and nonfiction texts.

World Languages

(Endorsements in Arabic PreK-12, Chinese PreK-12, French PreK-12, German PreK-12, Greek PreK-12, Japanese PreK-12, Latin PreK-12, Russian PreK-12, Spanish PreK-12, and other world languages PreK-12)

The goals of world language education are to develop the skills necessary to communicate in languages other than English, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Educator preparation providers will enable candidates to acquire the knowledge and skills specified for the language(s) for which they seek to become endorsed. The license will specify which world language(s) the teacher can teach.
2. Teacher candidates seeking endorsement in a world language will have world language field experiences in the elementary (grades PreK-5) and middle and secondary (grades 6-12). If it is not possible to find world language experiences in the target language at the elementary level, institutions may substitute field experiences in another world language provided that there is adequate supervision by a qualified teacher.
3. Candidates will complete an internship or student teaching experience in the language of endorsement at elementary grades (PreK-5) and middle and secondary (grades 6-12) levels. If it is not possible to find world language student teaching or internship opportunities in the target language at the elementary level, then the entire student teaching or internship experience may be at the middle and secondary (grades 6-12) level.
4. Teacher candidates will demonstrate modern foreign language skills in reading, writing, speaking and listening at least at an “intermediate-high” rating on the American Council on the Teaching of Foreign Language (ACTFL) proficiency scale or its equivalent; this requirement will be in effect until such time as the Praxis exams in Productive

Language Skills have required minimum scores.

5. Educator preparation programs for modern languages will include planned intensive language experiences abroad or interactions in the United States with people from cultures where the target language is spoken including immersion programs.
6. Educator preparation programs for classical languages will provide opportunities to acquire knowledge of cultural connotations of language by contact with cultures, literature, and civilizations where the target language was spoken.
7. Educator preparation programs for candidates who are native speakers of the language in which endorsement is sought must meet the requirements of Program Implementation Standards 2 and 3.
8. Educator preparation providers may develop programs for candidates who seek endorsements in world languages in which they do not offer a major, provided that they (1) develop a means for demonstrating foreign language proficiency consistent with these licensure standards and (2) develop an appropriate means for supervising field experiences. Providers may seek the assistance of the Tennessee Foreign Language Institute in locating target language speakers to facilitate program implementation.

Mathematics Education

(Endorsement in Mathematics 7-12)

The goals of mathematics education are to enable the student to demonstrate an understanding of core mathematical ideas, the ability to independently manage mathematical problem solving, and skill in the communication of mathematics. This includes a demonstration of understanding of and facility with mathematical processes that pervade the teaching of all mathematics as well as the theory and practice within the content areas of mathematics including numbers and operations, functions, algebra, geometry and measurement, data analysis and statistics, discrete and finite mathematics and calculus. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Professional education studies include a focus on communication skills that enable candidates to use vocabulary, language, terminology, and grammatical constructions, syntax and notation specific to professionals in mathematics.
2. Within the full preparation program context, general education coursework, studies in the Mathematics discipline, and professional preparation, should be sufficient to ensure the ability of candidates to promote the learning of mathematics applications to science, business, and art.

Science Education
(Endorsements in Biology 7-12, Chemistry 7-12,
Physics 7-12, and Earth Science 7-12)

The goals of science education are to enable the student to demonstrate an understanding of science as an inquiry process; develop scientific knowledge by applying concepts of science; understand how science, technology and society influence one another; and use this knowledge in decision making. All prospective science teachers will complete studies leading to an understanding of the science core standards and at least one of the content specific endorsement areas of biology, chemistry, physics, or earth science. Science teachers endorsed in 6-12 biology, chemistry, physics, or earth science will be endorsed to teach science in grades 6 - 8, and science courses in grades 9-12 for which they meet the specific knowledge and skills specified in the appropriate standards. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. The major includes in-depth study in one or more disciplines, and fosters the ability to integrate knowledge across disciplines, and promotes an understanding of the processes of inquiry and engaging in research. Science teachers will major in one of the following:
 - a. A major in a single science, i.e., biology, chemistry, physics, or earth science (geology).
 - b. An interdisciplinary major in science that includes the equivalent of a minor in two of the four disciplines.
 - c. A cross-disciplinary major including a science and another appropriate, related discipline, such as, physics and math.
 - d. A cross-disciplinary major to include STEM (science, technology, engineering, mathematics) areas.
2. Prospective teachers will engage in an open-ended inquiry of long term duration. This is accomplished most appropriately within the major.

Social Studies Education

(Endorsements in History 6-12, Government 6-12, Geography 6-12, Economics 6-12, Psychology 9-12, and Sociology 9-12)

The goals of social studies education are to enable the student to understand concepts derived from history, government, geography, economics, and the behavioral sciences and to apply them in decision making for informed citizenship. Prospective teachers of history, government, geography and economics will complete studies leading to a balanced understanding of the social studies core standards as well as the respective social studies disciplines in which they seek endorsement. Prospective teachers of psychology and sociology will complete studies in the respective discipline in which they seek endorsement. Social studies teachers endorsed in history 6-12, government 6-12, geography 6-12, or economics 6-12 shall be endorsed to teach social studies courses, grades 6-8. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. The major will include in-depth study in one or more disciplines, will foster the ability to integrate knowledge across the disciplines and will promote an understanding of the processes of inquiry and research. Interdisciplinary or cross-disciplinary majors will be developed jointly by the respective faculties. Social studies teachers will major in one of the following:
 - a. A major in a single social science.
 - b. A major in a single social science plus a minor, leading to dual endorsement.
 - c. An interdisciplinary major in social science that includes the equivalent of a minor in two social sciences leading to dual endorsement.
 - d. A cross-disciplinary major, including a social science and another appropriate, related discipline, such as history and a world language.
2. Educator preparation providers may develop initial licensure programs that result in dual and/or multiple endorsements.

Speech Communication

(Endorsement in Speech Communication 7-12)

The goals of speech communication education are to enable the student to present thoughtful, well-organized, appropriately adapted oral messages; to become a critical consumer of oral and mass communication messages; and to develop awareness of the responsibilities of speech communication in a free society. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. The program of study in professional education will include human development and instructional knowledge and skills applicable to both middle grades (grades 6-8) and high school.
2. Teacher candidates who seek a dual endorsement in speech communication and theatre will major in one of the following: (1) speech communication, (2) theatre, or (3) an interdisciplinary major in speech communication and theatre. Candidates will be able to demonstrate the knowledge and skills required for both endorsement areas. The candidate's student teaching or internship experience will include placements in both speech communication and theatre.

Visual Arts Education (Endorsement in Visual Arts K-12)

Tennessee supports visual arts education preparation programs for grades kindergarten through twelve that enable teacher candidates to meet the needs of all students in visual arts programs. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. The program of study in visual arts education enables teacher candidates to meet the performance standards in teaching visual arts appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. It is understood that institutions may require more than 120 semester hours for the program in order to meet the standards of national professional organizations.
2. Candidates in visual arts education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. Enrollment in such a major is open to students who are preparing for licensure in visual arts education and to students who are not.

Music Education
(Endorsements in Vocal/General Music K-12
and Instrumental/General Music K-12)

The program of study in music education enables teacher candidates to meet the performance standards specified for core studies in music knowledge and application and teaching music as well as performance standards specific to endorsement in vocal/general music and/or instrumental/general music appropriate to grades kindergarten through grade twelve. Educator preparation providers develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Programs may require more than 120 semester hours for the program in order to meet the standards of national professional organizations.
2. Programs provide opportunities for candidates to develop performance capabilities while participating in a variety of large and small ensembles appropriate to the specific endorsement.

Theatre Education

(Endorsement in Theater K-12)

Tennessee supports theatre education preparation programs for grades kindergarten through twelve that enable teacher candidates to meet the needs of all students in theatre programs. The performance standards provide guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge, as well as the personal dispositions necessary to be successful as theatre educators. Teaching theatre is a lifelong undertaking that is initiated in college coursework, refined in field and student teaching experiences, and enhanced during professional teaching.

The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, theatre content, and a variety of field experiences to ensure teacher candidates meet the following standards. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. It is understood that institutions may require more than 120 semester hours for the program in order to meet the standards of national professional organizations.
2. Candidates in theatre education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. Enrollment in such a major is open to students who are preparing for licensure in theatre education and to students who are not.
3. Teacher candidates have field experiences (not necessarily student teaching or internship) in elementary, middle and secondary grades. If it is not possible to find theatre field experiences in elementary and middle grades, institutions may substitute field experiences in

other performing arts areas (music and dance) in schools, provided that there is adequate supervision by a qualified teacher. Candidates have experiences in settings including students with special needs and, if possible, have experiences in pre-kindergarten settings.

4. Teacher candidates have student teaching or internship experiences at the elementary (K-5) and middle and secondary (6-12) grade levels. If it is not possible to find theatre student teaching or internship opportunities in theatre in elementary grades, then the entire student teaching or internship experience may be at the secondary level.

Dance Education

(Endorsement in Dance K-12)

Candidates in dance education complete a major or the equivalent, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. Enrollment in such a major is open to students who are preparing for licensure in dance education and to students who are not. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Teacher candidates must have field experiences (not necessarily student teaching or internship) in both elementary grades (K-5) and middle and secondary grades (6-12). If it is not possible to find dance field experiences in elementary grades, institutions may substitute field experiences in other performing arts areas (music and theatre) in schools, provided that there is adequate supervision by a qualified teacher.
2. Teachers who have taught one or more classes in dance in at least three academic years prior to and including 2006-07 may continue teaching dance. Although they are not required to complete the endorsement, they are encouraged to do so. In assessing a teacher's knowledge and skills, an educator preparation provider may consider the following: prior coursework at institutions of higher education, study at professional schools including conservatories, teaching experience, professional experience in performance and production, and other professional development.

Special Education Core

Preparation programs leading to the following special education endorsements must address the Council for Exceptional Children Standards – Initial Level Special Educator Preparation Standards, Program Implementation Standards and the associated specialty area standards:

- Special Education Modified (K-12)
- Special Education Comprehensive (K-12)
- Special Education Preschool/Early Childhood (PreK-3)

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards include the [relevant specialty area standards](#).

Implementation Standards

1. Candidates in special education may have an interdisciplinary major in exceptional learning or the equivalent or they may major in any acceptable major in corresponding general curriculum areas.
2. Educator Preparation Providers may offer opportunities for candidates to complete two endorsements while completing requirements for initial licensure within a program that includes a semester of student teaching or an internship. Examples include modified and comprehensive endorsements as well as comprehensive and early childhood endorsements. Other combinations of endorsements may also be possible. The student teaching or internship must provide the candidate with opportunities in both endorsements.
3. Educator Preparation Providers may develop joint licensure programs in special education and general curriculum areas. Examples include early childhood education and special education preschool/early childhood as well as modified and other general curriculum areas.

Preparation programs leading to the following special education endorsements are not required to address the Special Education Core Standards but must address the associated specialty area standards:

- Special Education Vision (PreK-12)
- Special Education Hearing (PreK-12)
- Speech/Language (PreK-12)

Special Education: Preschool/Early Childhood Education PreK-3 (Endorsement in Special Education Early Childhood PreK-3)

Professional studies culminating in licensure prepare teachers to work in a variety of settings with young children with disabilities and developmental delays ages birth through eight. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Educator Preparation Providers offer a well-integrated field-based component in multiple settings, involving children of various ages, disabilities, and levels of severity. Providers offer field experiences with pre-kindergarten and school age children. They offer practicum experiences prior to the student teaching/extended field experience semester or to the full year internship. The field experiences involve a variety of settings including home-based, clinical/center-based, and public (or state approved) school-based settings. Such placements may be in sites sponsored by education agencies, other public agencies, or state licensed private agencies. Providers submit for approval a description of the field-based component. Teacher candidates are supervised by cooperating teachers or other licensed professionals who are qualified and experienced in their fields.
2. Institutions of higher education may develop joint licensure programs of Early Childhood PreK-3 and Special Education Preschool/Early Childhood Education PreK-3.

Special Education: Interventionist K-8 and Interventionist 6-12

(Endorsements in Special Education Interventionist K-8 and
Special Education Interventionist 6-12)

As Tennessee moves to a Response to Intervention model which provides a multi-tiered system of academic support for all students, the role of the special education teacher must change to become the person who can provide the most intensive intervention for students who are served through an Individualized Education Program (IEP). Rather than providing instruction on core standards at a variety of grade levels and subjects, special educators must collaborate with general education teachers to incorporate differentiation, scaffolding, and appropriate accommodations so students may access the core curriculum with their general education peers in the least restrictive environment. While the general education teacher is the content expert and should provide core instruction to all students, the special education teacher is the expert in the learning styles, strengths, and special needs of students served on an IEP. In addition, special educators must be skilled interventionists who can provide the most intensive interventions that address a deficit in a skill specific area to close achievement gaps so students can successfully access the core curriculum. As skilled interventionists, special educators may also play an important role in assisting data teams in the alignment of interventions to skill specific deficits in Tiers II and III of the general education RTI program.

The program of study assists candidates in meeting the standards of the special education core and enables candidates to apply concepts in the core to the specific endorsement area. The program of study assists candidates in teaching in a variety of regular and special education environments.

In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Educator preparation providers offer a well-integrated field-based component involving candidates in a variety of settings including regular, consultant and resource settings. Providers offer practicum experiences prior to the student teaching or full year internship experience. The field experiences include opportunities for the candidates to collaborate with other educational professionals.

Special Education: Comprehensive K-12
(Endorsement in Special Education Comprehensive K-12)

Professional studies culminating in licensure prepare teachers of students with severe and multiple disabilities. These students participate in a wide range of instructional programs including the life skills, community-based and general curricula, with appropriate adaptations and support. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Educator preparation providers offer a well-integrated field-based component involving candidates in a variety of settings including regular, consultant and resource settings. Providers offer practicum experiences prior to the student teaching or full year internship experience. The field experiences include opportunities for the candidates to collaborate with other educational professionals.

Special Education: Vision PreK-12
(Endorsement in Special Education Vision PreK-12)

Professional studies culminating in licensure prepare teachers of students with visual impairments. The students participate in the general education curriculum with appropriate adaptations and support and, based on assessed needs, participate in special curricula designed for students with visual disabilities. Thus, the student with visual disabilities has access to the general education curriculum and receives instruction in the specialized curriculum, sometimes referred to as the expanded core curriculum for students with visual impairments. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Educator preparation providers offer a well-integrated field-based component involving candidates in a variety of settings including regular, consultant and resource settings. Providers offer practicum experiences prior to the student teaching or full year internship experience. The field experiences include opportunities for the candidates to collaborate with other educational professionals.

Special Education, Hearing PreK-12
(Endorsement in Special Education Hearing PreK-12)

Professional studies culminating in licensure prepare teachers of students who are deaf or hard of hearing. The students access the general education curriculum with appropriate adaptations and support and, based on assessed needs, participate in special curricula designed for students with hearing loss. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Educator preparation providers offer a well-integrated field-based component involving candidates in a variety of settings including regular, consultant and resource settings. Providers offer practicum experiences prior to the student teaching or full year internship experience. The field experiences include opportunities for the candidates to collaborate with other educational professionals.

Special Education, School Speech-Language Teacher PreK-12 (Endorsement in Speech/Language Teacher PreK-12)

Individuals who seek licensure as a school speech-language teacher either A or B complete programs of study in speech-language at the bachelor's level or complete an add-on endorsement program that meets the standards and guidelines approved by the State Board of Education. They will develop the knowledge and skills required for effective performance in the school setting. In the school, the school speech language teacher works under the direction of a school speech-language pathologist. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Programs may be offered as a major in communications disorders.
2. Candidates acquire the knowledge and skills required to work as a school speech-language teacher by completing a program of studies. The program may be offered at the bachelor's; and may be designed as a major in communication disorders or; the program may be offered by an institution of higher education teacher preparation unit with an approved teacher licensure program in speech-language teacher or; may be offered as a program to earn an additional endorsement to candidates who already have a bachelor's in the teaching field. The program may be offered by a college or department of speech-language pathology or may be offered collaboratively with other college units. In designing a program of study for individual candidates, the institution of higher education assesses the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other necessary assessments. Completion of the special education core is not required of school speech-language teachers.
3. All programs preparing school speech-language teachers must provide opportunities for candidates to complete a minimum of 100 clock hours of clinical experience that include appropriate experiences for learning job responsibilities and workplace practices. Clinical experiences—in which the candidate is engaged in student contact—must be supervised by a licensed speech-language pathologist who has at least two years of post-licensure experience.

Health and Wellness Education

(Endorsement in Health and Wellness K-12)

The goal of health and wellness education is to improve the health and well-being of students. This is accomplished through coordinated school health programs and the health and wellness curriculum in grades K-12. The performance standards provide teacher preparation program guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning health educators. Teaching health and wellness is a lifelong undertaking that is initiated in college coursework, refined in field experiences, and enhanced during professional teaching.

These standards support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, health education content area study, and a variety of field experiences to ensure candidates meet all of the following standards. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

The program of study in health and wellness education enables teacher candidates to meet the performance standards in teaching health and wellness appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major.

1. Programs may offer a major in health and wellness education or a dual endorsement program in health and wellness education with a major in a second teaching field.
2. If candidates seek initial licensure in two teaching fields, the program must offer field experiences— either as part of coursework or during student teaching or internship experiences— in high school health and wellness education under the supervision of a mentor or cooperating teacher qualified in health education.

Physical Education
(Endorsement in Physical Education K-12)

In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

English as a Second Language PreK-12

(Endorsement in English as a Second Language PreK-12)

A teacher of English as a second language (ESL) works with students, teachers and others in varied educational settings to assist students of non- English language background in the learning of English and successful transition into the regular school curriculum.

English as a second language preparation programs provide the prospective candidate with the knowledge and skills to develop competencies in the following domains: Language, Culture, Instruction, Assessment, and Professionalism. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. IHEs may develop a program of studies in ESL roughly equivalent to a minor at either the undergraduate or graduate level.
2. Initial educator preparation programs leading to the ESL endorsement ensure that candidates learn a world language equivalent to at least six semester hours of college level study. This experience may include, but is not be limited to: completion of intensive language training by the Peace Corps, passing the Praxis II subject assessment in a second language, or a world language teaching credential from Tennessee or another state. Candidates for additional endorsement only, who have already achieved initial licensure in another teaching area(s), will not be required to meet this requirement.
3. Educator preparation providers may offer an ESL program as an additional endorsement program even if they do not offer the program for initial licensure.
4. Preparation programs will offer a practicum of at least 30 clock hours in English as a second language settings; the practicum will include experiences in both the PreK-6 and 7-12 grade levels. Appropriately supervised teaching experience at the PreK-12 level in English as a second language of at least one semester may be substituted for the practicum.

5. Supervision of the practicum, student teaching, and internship may be addressed by collaborative arrangements among institutions with English as a second language programs, other institutions with teacher preparation programs, and school systems.
6. Because candidates in this field come from diverse educational and cultural backgrounds, preparation programs will use multiple methods of assessment in determining the candidate's prior knowledge and needed coursework and/or field experience.

Reading Specialist PreK-12 (Endorsement in Reading Specialist PreK-12)

Candidates for licensure as a reading specialist complete advanced studies in reading and leadership, enabling them to fulfill multiple responsibilities ensuring that all students learn to read. The reading specialist has a comprehensive understanding of the K-12 English/Language Arts and Literacy Standards and Tennessee Reading Standards.

Reading specialists assume multiple roles, depending on the needs of students and teachers, and provide services at all grade levels—pre-kindergarten, elementary, middle grades, and high school. They support classroom instruction by planning and collaborating with teachers, modeling effective reading and literacy instruction in classrooms, demonstrating multiple teaching and assessment strategies, and providing specialized support to students to supplement and extend classroom instruction.

They assist teachers in using multiple techniques to diagnose and evaluate the reading strengths and needs of students and they provide information to classroom teachers, special educators, other professionals, and parents in order to plan collaboratively an appropriate reading program.

Reading specialists provide leadership in developing the literacy program and the curriculum. They deliver professional development and they mentor teachers and paraprofessionals in literacy. They help identify students at risk of referral to special education due mainly to difficulty in learning to read. Reading specialists assist teachers with integration of reading strategies across content areas. They provide resources to teachers, administrators and parents and communicate the purposes of the reading and writing program to policy makers and the community. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Preparation programs prepare prospective reading specialists at the graduate level.
2. Candidates for the reading specialist endorsement have at least three years of successful experience as a licensed teacher.

Library Information Specialist PreK-12
(Endorsement in Library Information Specialist PreK-12)

The role of a Library Information Specialist requires communication skills, professional knowledge of teaching and learning, understanding and use of technology, ability to manage and organize resources, and knowledge of books, media, and instructional materials basic to effective library programs. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Educator Preparation Providers may offer a course of study at the graduate level in library information science for candidates who already hold a master's degree. Programs may offer a graduate program of study leading to a master's degree for candidates who do not already hold a master's degree.
2. A candidate may seek licensure as a school library information specialist as an area of initial (first) endorsement or additional endorsement.
3. Candidates for initial endorsement will acquire knowledge and skills specified for the professional education core (including instructional technology) and library information specialist. They will complete an enhanced student teaching semester or full-year internship experience in school library settings at both the PreK-5 and 6-12 grade levels. Candidates must have opportunities to observe regular classrooms as part of their preparation program field experience.

Gifted Education

(Endorsement in Gifted Education PreK-12)

Professional studies culminating in a gifted endorsement prepare teachers to meet the needs of gifted students, including students at risk, students with disabilities, English language learners, economically disadvantaged students, highly mobile students, and students from different racial and ethnic backgrounds. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant [Tennessee Student Standards](#) and/or [relevant specialty area standards](#).

Implementation Standards

1. Programs of study leading to an endorsement in gifted education may be offered at the undergraduate or graduate levels as part of preparation for initial licensure. They may also be offered at the graduate level for continuing study for general education or special education teachers who already hold a teacher license.
2. Programs of study include field experiences during the regular school year or during the summer in which the candidate is mentored by a teacher with experience in gifted education.
3. Programs of study must meet the gifted endorsement standards but may not exceed 15 semester hours.

School Psychologist PreK-12

(Endorsement in School Psychologist PreK-12)

The school psychologist's primary responsibility is the well-being of children and youth. School psychologists promote, recognize, and value human diversity and are committed to the enhancement of human development, including social, emotional, and educational development, through the application of comprehensive school psychological services.

School psychologists bring a psychological perspective to bear on the problems of educators and the persons they serve including, but not limited to, special needs learners. Their special expertise requires training that is substantially different from that of teachers or other educational professionals. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

1. Understanding of the knowledge base specific to school psychology: (a) history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emerging technologies, and (f) roles and functions of the school psychologist.
2. Understanding of the psychological foundations of behavior based on knowledge of (a) biological bases for behavior, (b) human learning, (c) social and cultural bases for behavior, (d) child and adolescent development, and (e) individual differences.
3. Understanding of the instructional design and organization of schools, community based resources and alternative service delivery systems as they apply to all students including the special needs learner.
4. Ability to provide school psychological services within a model which links assessment to intervention services delivered to individuals and groups.
5. Ability to provide individual assessments of ability, achievement, classroom behavior, and personal and social characteristics of individuals.
6. Ability to provide direct and indirect assessments and interventions for the delivery of comprehensive school psychological services.
7. Ability to develop and implement individual and group interventions for the educational and mental health needs of children and youth.

8. Ability to develop and implement consultation services to individuals and groups, especially parents and teachers.
9. Ability to use measurement, statistics, research and program evaluation methodologies in the delivery of comprehensive school psychological services.
10. Ability to develop, implement and evaluate training programs for parents and educators.
11. Ability to provide services that are consistent with provider standards and legal and ethical guidelines of the field of school psychology.
12. Ability to conduct the day-to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.

Implementation Standards

1. Programs in school psychology will be at the graduate level and will be consistent with the knowledge and skills required for licensure and the curriculum guidelines of the National Association of School Psychologists (NASP).
2. Educator Preparation Providers with approved preparation programs for school psychology will work in collaboration with local school systems in the planning and delivery of preparation programs. The programs will be consistent with ethical and legal standards for professional practice.
3. Programs will provide supervised field experiences in which candidates are evaluated regarding their mastery of skills required by the licensure standards.
4. At or near the completion of the program, an internship will provide the student with a broad range of school psychological experiences including the opportunity to work with diverse client populations, a range of teaching and learning styles, different types of service delivery programs, and varied assessment and intervention methodologies. The internship experience will consist of full-time work for one academic year or half-time work over a period of two consecutive academic years.
5. At least one-half of the internship will be completed in a school setting. While working in a school setting, the candidate will be supervised by a licensed school psychologist. Individuals serving as supervisors will be selected jointly by the school system and the institution of higher education, and will indicate a willingness to serve as a supervisor and to remain current in the field.

6. The remainder of the internship will include work with children, youth, and families. The intern will be supervised by an appropriately credentialed and experienced supervising psychologist.
7. Programs in school psychology will be developed from the current knowledge base in school psychology, will be taught by faculty members from school psychology and other academic fields, and will be approved by the State Board of Education in accordance with the Teacher Education Policy and Program Approval Procedures adopted by the State Board of Education. Preparation programs must demonstrate that the standards of NASP were considered in the development of the programs.

School Counselor PreK-12
(Endorsement in School Counselor PreK-12)

School counselors support teachers, other school services personnel, and families in addressing the needs of students related to academic and career preparation, personal growth and development. An emphasis on teaching for prevention calls for the counselor to become a member of the instructional team, working closely with teachers. The counselor also works closely with school social workers, school psychologists, and family resource center staff in designing a team approach to meet student needs and overcome barriers to learning.

The school counselor provides instruction in small and large group settings, provides personal counseling and career guidance to individual students, and works with teachers to assist them in their role as advisors. The counselor also communicates with and provides education to families. To assist counselors in responding effectively to the requirements of this role, institutions of higher education and local schools must collaborate in the design and implementation of school counselor preparation programs.

Prospective school counselors will complete studies in professional school counseling. The education and professional development of a counselor is initiated in graduate level coursework, refined in field experiences, and enhanced during professional practice. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

1. Understanding of the nature and needs of students in grade levels PreK-12. Ability to apply knowledge from the areas of human growth and development and learning theories; to identify learning problems; and to assist teachers and parents in responding to counseling and guidance interventions with students.
2. Understanding the process of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns. Ability to develop plans and programs to prevent person and substance abuse, discrimination, and dropping out of school.
3. Understanding of the philosophical basis underlying the helping process.
4. Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership,

collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.

5. Ability to lead large and small group counseling and guidance activities related to personal and interpersonal growth, self-help and problem solving, and career development.
6. Understanding changes in society and technology and the influence of changes on work and learning. Ability to develop and implement a comprehensive career development program.
7. Ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.
8. Understanding of appropriate tests and other assessments to assist students and their parents in making effective educational, social, and career decisions. Ability to use group-administered educational and psychological measurement and appraisal instruments.
9. Ability to plan, manage, deliver, and evaluate a comprehensive PreK-12 professional school counseling program. Understanding of research and research design. Ability to conduct research and evaluation projects related to the outcomes of professional school counseling services.
10. Understanding of the ethical and legal standards of school counseling professionals.
11. Ability to collaborate with parents, teachers, school social workers, school psychologists, family resource center staff, and other community partners in meeting student needs.
12. Ability to inform students, teachers, parents, and the community about the purposes and activities of the professional school counseling program.
13. Ability to work with parents and conduct parent education activities.
14. Ability to use community resources and referral processes, and develop effective partnership arrangements with community agencies.

Implementation Standards

1. Programs leading to licensure as a school counselor are at the graduate level.
2. Educator preparation providers with approved preparation programs for school counselors work in collaboration with local school systems in the planning and delivery of preparation programs.
3. Educator preparation providers and local school systems jointly organize the counselor clinical experience, comprised of both practicum and internship experiences, and are delineated in a written agreement. The clinical experience is the equivalent of at least a full semester in length. School counseling opportunities at both the PreK-6 and 7-12 grade levels will be provided to the candidate during the clinical experience. The combined school settings include a diversity of students. Candidates have an opportunity to demonstrate skills in individual and group counseling, teacher and parent consultation, classroom guidance, building cooperative relationships in the school, leadership, advocacy, and development of partnerships with community resources.
4. During the clinical experience, programs ensure candidates are provided with a site supervisor who has at least two years of experience as a school counselor. Individuals serving as site supervisors are selected jointly by the school system and the educator preparation provider, receive training as a site supervisor, and indicate a willingness to serve and to remain current in their field.
5. Programs must provide school counselor candidates without prior teaching experience with an additional orientation experience in a school as an early part of the preparation program. The orientation experience should provide candidates the opportunity to observe, participate in, and analyze classroom instruction. The orientation should provide the candidate with teaching experiences and feedback regarding the candidate's teaching.
6. Educator Preparation Providers offering approved programs in school counseling develop and submit to the State Department of Education for approval admissions procedures that include:
 - a) Assessment of personal characteristics and academic proficiency of the candidate as required by NCATE for programs at the advanced level; and
 - b) An interview or review of the candidate's application by an admissions board comprised of one or more practicing school counselors as well as one or more faculty from curriculum and instruction, educational

administration, professional school counseling, or other appropriate faculties.

7. Programs in school counseling reflect the current knowledge base in school counseling and in teaching and learning, include faculty members in professional school counseling and other appropriate faculties, and are approved by the State Board of Education in accordance with the educator licensure and program approval policies adopted by the State Board of Education. Preparation programs are encouraged to meet the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

School Social Worker PreK-12
(Endorsement in School Social Worker PreK-12)

School social workers work with teachers, other school personnel, families, and community agencies to overcome barriers to learning. Providing a link between home, school, and community, the school social worker serves as a case manager and as an advocate for the student. The school social worker provides information to facilitate the family's use of community resources.

In addition to completing a program in social work, the school social worker learns the particular knowledge and skills required for effective performance in the school setting. Institutions of higher education will collaborate with community agencies and schools in designing and implementing preparation programs for school social workers.

Prospective school social workers will complete studies in school social work. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

1. Understanding of social, emotional, cultural, and economic issues affecting students and schools and ability to assist students and families in overcoming barriers to learning.
2. Understanding of the needs of students at risk due to disability, economic conditions, family disruption, or other environmental factors and ability to work with teachers, school counselors, school psychologists, and family resource center staff in addressing student needs.
3. Ability to serve as liaison between home and school, assist parents in understanding their children's educational needs, interpret student assessments to parents, and work with parents in developing parenting skills.
4. Ability to perform case management functions, facilitating the coordination and integration of community services to benefit students and their families.
5. Ability to support students with special needs by preparing social histories, contributing to the development and implementation of individualized education programs (IEPs) and helping ensure the participation of parents.
6. Understanding of federal, state, and local laws and policies affecting

students including issues such as services for disadvantaged students, services required by students with disabilities, due process rights of students and families, child abuse and neglect, HIV and AIDS, confidentiality, attendance, suspension, and expulsion.

Implementation Standards

1. Programs leading to licensure as a school social work may be at the bachelor's or master's level.
2. Programs in social work must be accredited by or have candidacy status with the Council on Social Work Education.
3. Programs must ensure that candidates acquire the knowledge and skills specified for school social work by completing a program of study in school social work. The school social work program of studies may be offered by a college or department of education or a college or department of social work or may be offered collaboratively by these and other college units.
4. In designing a program of study for individual candidates, the institution of higher education will assess the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior social work experience, and administering any other necessary tests or additional assessments of knowledge and skills.
5. The college/department of education and the college/department of social work must jointly recommend candidates for licensure.

Special Education: School Audiologist PreK-12
(Endorsement in School Audiologist PreK-12)

Individuals who seek licensure as a school audiologist complete accredited graduate degree programs of study in audiology. In addition, they develop the knowledge and skills required for effective performance in the school setting. The education and professional development of these individuals is initiated in coursework, refined in field experiences, and enhanced during professional practice. Candidates meet performance standards in audiology programs accredited by the American Speech-Language-Hearing Association as well as standards relative to providing services in a school setting. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

Audiology

1. Candidates understand and apply the knowledge base specific to audiology.
2. Candidates understand and apply the knowledge base specific to audiology in the following areas: (a) history and foundations of audiology; (b) legal and ethical issues; (c) professional issues and standards; (d) alternative models for the delivery of audiological services; (e) emerging technologies; and (f) roles and functions of the school audiologist.

Audiology in a School Setting

1. Candidates understand and apply knowledge of audiology in a school setting.
2. Candidates communicate and collaborate with school personnel and other professionals in the school and with parents in planning to meet student needs.
3. Candidates understand the culture of the school and the role of the audiologist in the school.
4. Candidates demonstrate understanding of federal, state, and local laws and policies affecting students.
5. Candidates function as contributing members of teams developing and implementing individualized education plans (IEPs).
6. Candidates apply audiology knowledge and skills in the general education classroom and other settings, integrating materials and instructional objectives from the general curriculum in the context of naturally occurring situations and daily routine.

Implementation Standards

1. The program of study enables school audiologists who serve students from

birth through age 21 to meet performance standards for audiology in a school setting.

2. Educator preparation providers must offer a program that is accredited by the American Speech-Language-Hearing Association and that culminates in a master's degree or higher.
3. Programs ensure that candidates acquire the knowledge and skills required to work as a school audiologist by completing a program of studies which may be an integral part of the audiology program or may be in addition to the audiology program. The program may be offered by a college or department of audiology and/or speech-language pathology or may be offered collaboratively by these and other college units.
4. In designing a program of study for individual candidates, the educator preparation provider assesses the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other necessary assessments. Completion of the special education core is not required of school audiologists.
5. The college/department of education and the college/department of audiology and speech-language pathology must jointly recommend candidates for licensure.

Special Education: School Speech-Language Pathologist PreK-12
(Endorsement in Speech/Language Pathologist PreK-12)

Individuals who seek licensure as a school speech-language pathologist complete accredited graduate degree programs of study in speech-language pathology. In addition, they develop the knowledge and skills required for effective performance in the school setting. The education and professional development of these individuals is initiated in coursework, refined in field experiences, and enhanced during professional practice. Candidates meet performance standards in speech-language pathology programs accredited by the American Speech-Language-Hearing Association as well as standards relative to providing services in a school setting. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards

Speech-Language Pathology

1. Candidates understand and apply the knowledge base specific to speech language pathology.
2. Candidates understand and apply the knowledge base specific to speech-language pathology in the following areas: (a) history and foundations of speech-language pathology; (b) legal and ethical issues; (c) professional issues and standards; (d) alternative models for the delivery of speech-language pathology services; (e) emerging technologies; and (f) roles and functions of the school speech-language pathologist.

Speech-Language Pathology Services in a School Setting

1. Candidates understand and apply knowledge of speech-language pathology in a school setting.
2. Candidates communicate and collaborate with school personnel and other professionals in the school and with parents in planning to meet student needs.
3. Candidates understand the culture of the school and the role of the speech-language pathologist in the school.
4. Candidates demonstrate understanding of federal, state, and local laws and policies affecting students.
5. Candidates function as contributing members of teams developing and implementing individualized education plans (IEPs).
6. Candidates apply speech-language pathology knowledge and skills in the general education classroom and other settings, integrating materials and instructional objectives from the general curriculum, including literacy skills, in the context of naturally occurring situations and daily routine.

7. Candidates apply classroom and behavior management strategies in a variety of instructional settings.
8. Candidates manage the speech-language program in the school and provide training and supervision for speech-language therapy associates and paraprofessionals.

Implementation Standards

1. The program of study enables school speech-language pathologists who serve students from birth through age 21 to meet performance standards for speech-language pathology in a school setting.
2. Educator preparation providers offer a program that is accredited by the American Speech-Language-Hearing Association and that culminates in a master's degree or higher.
3. Programs ensure that candidates acquire the knowledge and skills required to work as a school speech-language pathologist by completing a program of studies which may be an integral part of the speech-language pathology program or may be in addition to the speech-language pathology program. The program may be offered by a college or department of speech-language pathology or may be offered collaboratively by these and other college units.
4. In designing a program of study for individual candidates, the educator preparation provider assesses the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other necessary assessments. Completion of the special education core is not required of school speech-language pathologists.
5. The college/department of education and the college/department of speech-language pathology must jointly recommend candidates for licensure.

Career and Technical Education Endorsements

Agricultural Education

(Endorsements in Agricultural Education 7-12 and Agriscience 9-12)

Professional studies, culminating in licensure in agricultural education and agriscience prepare candidates for teaching in both endorsement areas. The teacher preparation program enables teacher candidates to teach basic concepts in the following areas: business, management, and economic systems; agricultural and mechanical systems; plant, animal, food and fiber systems; and natural resources and environmental systems. The design, implementation, and evaluation of an agricultural education teacher preparation program reflect a dynamic conceptual framework, are grounded in experience-based knowledge, are developed with input from all stakeholders, and prepare teachers to work effectively in schools and communities.

Teaching is a lifelong undertaking that is initiated in college course work, refined in field experiences and enhanced during professional teaching. The course work and related field and laboratory experiences enable the teacher candidate to meet the following standards:

Specialty Area Standards

Standard 1: Instruction.

Candidates demonstrate the professional and pedagogical understanding and skills needed to work with students in developing student potential for leadership, professional growth and career success in agricultural education.

Candidates demonstrate knowledge and skills in planning, integrating, implementing, and evaluating safe and effective classroom and laboratory instruction, supervised agricultural experience programs, and related vocational student organizations. They demonstrate knowledge and skills in building a high quality local program of agricultural education using the nationally recognized keys essential for local program success. These keys include three components (strong classroom and laboratory instruction, high quality supervised agricultural experience programs, and active FFA programs) and four strategies (strong community and school partnerships, marketing, professional and program growth, and community based program planning).

Candidates integrate core academic education standards, provide program guidance to students and develop plans that support student articulation to postsecondary institutions from secondary schools. They integrate related FFA student organizational activities, including individual and team career development events, to enhance academic attainment, leadership development, application of curriculum knowledge and skills, community service, and career development. They assist students in applying systems thinking and in attending to new and emerging technologies.

Standard 2: Business, Management and Economic Systems.

Candidates demonstrate understanding of the agricultural enterprise system and can explain factors that impact economic changes. They apply management principles to the function of agribusiness in domestic and international environments and employ the concepts necessary to market agribusiness goods and services successfully in a global economy.

Candidates demonstrate understanding of basic economic concepts in the agricultural industry and the types of agricultural businesses in a capitalist economy. They explain agribusiness operations including recordkeeping; current, appropriate technology; purchasing; sales; financing; and marketing functions. They create learning experiences in classroom and laboratory settings that enable students to demonstrate competence in performing business tasks. Candidates model and teach technical and non-technical workplace entry-level business skills needed for career success.

Candidates explain the impact of environmental changes on the buying and selling of agribusiness goods and services. They apply cost-effective procedures when designing agribusiness activities and propose solutions to human resource and other agribusiness problems. Candidates understand the interrelationship between the free enterprise system and government policies on domestic and global production, processing, and consumption in agribusiness. They assist students in understanding issues and emerging technologies related to business management and economic systems.

Standard 3: Agricultural and Mechanical Systems.

Candidates integrate and apply practical applications in the basic use of tools, equipment and technology.

Candidates demonstrate the knowledge and skills in agricultural and mechanical systems which are fundamental to most areas within the agricultural industry. They apply basic skills and knowledge in agricultural mechanics. Candidates describe and demonstrate the use of tools, equipment and facilities used in the agricultural industry. They understand the theory and application of various power sources and internal combustion engines. Candidates demonstrate uses of emerging technologies and mechanical systems that are leading to significant changes in agriculture.

Standard 4: Plant, Animal, Food and Fiber Systems.

Candidates demonstrate knowledge and skills in plant, animal, food and fiber systems by providing meaningful learning experiences for students. Candidates interpret the significance of technology related to plant, animal, food and fiber systems in the world economy.

Candidates apply knowledge and concepts of ecology, plant growth, and plant propagation. They explain the relationships among plants, animals, and soil, and their importance to the national and world economies. Candidates demonstrate knowledge of plants related to the production of agricultural products and assist students in understanding the commercial value of plants and plant products.

Candidates identify and describe uses of ornamental horticulture crops and plants, materials, supplies, and structures. They demonstrate the ability to plan, construct, and manage a greenhouse operation. Candidates develop prevention and control methods for diseases and pests, including integrated pest management. They assess operational techniques for the area of horticulture in such areas as nursery production, interior and exterior landscaping, wildlife management, and forestry as well as aquaculture and turf grass, where appropriate.

Candidates describe distinguishing characteristics and breed identification of commercial and domestic animals in Tennessee and the world. They assess the many uses of animal products and animal by-products. Candidates demonstrate knowledge of the principles of commercial and domestic livestock management.

Standard 5: Natural Resources and Environmental Systems.

Candidates demonstrate knowledge of natural resources and environmental systems by creating meaningful learning experiences for students. They appraise the significance and the impact of technology related to natural resources and environmental systems in the world economy.

Candidates understand and apply knowledge and concepts related to soil, water, and renewable resources. They evaluate and classify land for agricultural, residential, recreational, and industrial uses. Candidates understand and demonstrate the principles of soil, forest and land management. They examine the role of soil sample analysis in the production of all plants and apply analyses to plant production. Candidates explain the relationships among and the interdependence of plant and animal communities in the ecosystem. Candidates understand the problems confronting human, plant, and animal life as natural resources and apply that understanding to principles of conservation of national resources. Candidates demonstrate knowledge of relevant tools and new and emerging technologies and issues.

Implementation Standards

1. The program of study in agricultural education enables teacher candidates to meet the performance standards for the Agricultural Education and Agriscience endorsements. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major in meeting the standards for the two endorsements.

2. EPPs provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct or conduct applied research. Candidates complete student teaching experiences in successful and diverse school-based agricultural education programs. Institutions encourage and facilitate candidates securing work experiences related to food, fiber and agricultural and natural resources.
3. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in Agricultural Education (2000); and National Standards for Teacher Education in Agriculture, American Association for Agricultural Education (2001).

Business Education (Endorsement in Business 7-12)

Business content and professional education studies, culminating in business licensure, prepare candidates for teaching the concepts of business. Preparation for the endorsement in Business 7-12 incorporates business technology competencies. The course work and related field and clinical experiences enable the teacher candidate to meet the following standards.

Specialty Area Standards

Standard 1: Business Management

1.1 Candidates know and apply legal and ethical principles pertaining to business.

1.2 Candidates know and apply principles and methods of decision making and mathematical operations leading to quantitative and qualitative analysis.

1.3 Candidates know and apply differentiation between ethical and legal issues related to social responsibility and business management.

1.4 Candidates know and apply business management functions; organizational theory and development; leadership; and motivational concepts.

Standard 2: Accounting and Finance

2.1 Candidates know and apply principles and procedures for personal and business financial management while completing projects that require decision making skills (e.g., budgeting, saving, personal income tax, investing, retirement planning, and personal banking).

2.2 Candidates know and apply components of the accounting cycle (e.g., analysis of source documents, procedures for journalizing and posting transactions to ledgers, creating financial statements, performing adjusting and closing entries) as well as uses of computerized accounting packages and other financial software applications.

Standard 3: Marketing

3.1 Candidates know and apply cultural differences in language, values, social behavior, and business protocol that affect marketing strategies and concepts, customer service, sales, and promotion.

3.2 Candidates know and apply key marketing principles and concepts including, but not limited to customer service, selling, promotion, and distribution in both domestic and international markets.

Standard 4: Information Technology (Computer/Information Systems)

4.1 Candidates know and apply principles and procedures that relate to computer applications and basic concepts of programming and systems development and design in business situations.

4.2 Candidates know and apply terminology, principles and procedures related to the ethical use of information technology.

Standard 5: Economics

5.1 Candidates know and apply principles different economic systems and philosophies and recognize how differences in culture, language, values and social behavior affect the ethical conduct of business across domestic and international borders.

5.2 Candidates know and apply basic economic principles as they relate to microeconomic and macroeconomic theories and principles.

Standard 6: Business Environment and Communication

6.1 Candidates must know and apply effective communication skills.

6.2 Candidates know and apply principles of different economic systems and philosophies and recognize how differences in culture, language, values and social behavior affect the ethical conduct of business across domestic and international borders.

6.3 Candidates know and apply the principles and procedures of business ownership and the unique contributions of entrepreneurs.

6.4 Candidates know and apply the global business environment and an understanding of the importance of business communications.

Standard 7: Teaching Strategies

7.1 Candidates must demonstrate knowledge and practice relative to professionalism.

7.2 Candidates know and apply assessment of learning processes and rubric design and their appropriate use in a classroom environment.

7.3 Candidates must demonstrate currency in the business technology field as evidenced by appropriate industry certifications and/or course work.

7.4 Candidates must demonstrate knowledge of appropriate procedures for effective classroom management and disciplinary practice.

7.5 Teachers know and apply the legal framework that applies to career and technical education.

7.6 Candidates know and apply electronic tools to organize and schedule their work, produce and share documents, and increase their accessibility to colleagues, parents, and community members.

Standard 8: Emerging Technologies

8.1 Candidates know and apply networking concepts, systems, and business models necessary to apply principles and procedures related to voice and data transmission media types, and emerging technology trends.

8.2 Candidates know and apply knowledge about emerging technologies including integrated microcomputer applications, Web site design, Web 2.0, graphic design, flexible computing devices, cloud computing, and multimedia applications.

Standard 9: Leadership

9.1 Candidates know and apply knowledge about the purposes for youth clubs and how youth clubs can be used to develop leadership skills in students.

9.2 Candidates must know and apply motivation techniques.

9.3 Candidates know and apply leadership training via active learning processes that promote reflection such as discussion and dialogue, writing, demonstrations, practice with feedback, and group problem solving to promote a culture of leadership development.

9.4 Candidates know and apply electronic tools to organize and schedule their work, produce and share documents, and increase their accessibility to colleagues, parents, and community members.

Implementation Standards

1. The program for the endorsement in Business 7-12 enables teacher candidates to meet performance standards for business.

2. The major constitutes a maximum of 30 percent of the undergraduate curriculum. Course work supporting the business endorsement is taken in addition to the 30 percent of the curriculum allocated to the major.
3. Educator preparation programs in business education provide opportunities for related supervised field experiences as part of course work, internship, or student teaching.
4. Educator preparation programs enable candidates who have no related work experiences to gain appropriate business workplace experiences as part of course work or in a supervised practicum.
5. EPPs may develop programs that lead to licensure in both business and marketing.
6. EPPs use these documents (as they may be amended) when designing, implementing and evaluating teacher preparation programs. These licensure standards build upon the current *INTASC Model Standards for Beginning Teacher Licensing Assessment and Development*; *NCATE Unit Standards*; *NBEA National Standards for Business Education* (2007); and *ISTE National Educational Technology Standards* (2008).
7. These licensure standards become effective no later than September 1, 2014.

Family and Consumer Sciences Education

(Endorsements in Family and Consumer Sciences, 5-12, Food Production and Management Services, 9-12, Early Childhood Care and Services, 9-12 and Textile and Apparel Production and Service Management 9-12, Family and Consumer Sciences Education, 5-12 (FCS Core Endorsement))

Professional studies, culminating in licensure in family and consumer sciences education, prepare candidates for teaching basic concepts in the field. Endorsements in food production and management services and in early childhood care and services may be added to the endorsement in family and consumer sciences. The course work and related field and laboratory experiences enable the teacher candidate to meet the following standards:

Specialty Area Standards

Standard 1: Career, Community, and Family Connections.

Candidates demonstrate knowledge of multiple roles and responsibilities in family, work, and community settings.

Candidates demonstrate responsible citizenship and service while managing multiple individual, family, career, and community roles and responsibilities. They understand the reciprocal impact of individual and family participation in community activities. Candidates understand career development concepts, the relationship between work and learning, and the career planning process. They demonstrate knowledge of careers and career paths in Family and Consumer Sciences. Candidates use ethical reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.

Standard 2: Consumer Economics and Resource Management.

Candidates evaluate decisions and management practices related to using human, economic, and environmental resources in a technologically expanding, global economy.

Candidates examine economic fundamentals and the reciprocal relationships between consumer behaviors and economic factors. They explain legislation that affects individuals and families and processes by which public policies are developed and implemented. Candidates analyze the impact of consumer laws, practices, rights, and responsibilities on the lives of individuals and the environment. They demonstrate management of individual and family resources to provide for food, clothing, shelter, health care, education, recreation, transportation, child and elder care, and other family needs and wants across the lifespan. Candidates use financial management processes in budgeting, banking, comparative shopping, saving, investing, using credit, purchasing insurance, and paying taxes. They evaluate economic activities in the context of rapidly changing technological and global conditions.

Standard 3: Families in Society.

Candidates communicate the significance of the family and its impact on the well-being of individuals and society.

Candidates analyze the impact of the family as a unique, dynamic system on individuals across the life span. They analyze diverse perspectives, needs, and characteristics of individuals and families. Candidates evaluate the interrelationships of diverse families and other institutions, such as educational, governmental, religious, and occupational institutions. They explain principles and practices of family planning, including responsible sexual behavior.

Standard 4: Human Development over the Life Span.

Candidates examine developmental changes of individuals across the life span and factors impacting these changes.

Candidates facilitate understanding of physical, social, emotional and intellectual growth and development across the life span. They explain the environmental and hereditary factors that influence human growth and development across the life span. Candidates evaluate changing needs within the life cycle stages and their potential impact on the family and the community.

Standard 5: Interpersonal Relations.

Candidates assist students in developing respectful and caring interpersonal relationships in the family, school, workplace, and community.

Candidates analyze functions and expectations of various types of relationships. They analyze the impact of personal needs and characteristics on interpersonal relationships. Candidates use effective conflict prevention and management principles and procedures in all interpersonal relations.

Standard 6: Parenting.

Candidates analyze parenting roles and responsibilities and their effects on the well-being of individuals and families in a diverse society.

Candidates assist students in understanding parenting and nurturing practices and strategies that maximize human growth and development across the life span. They recognize the impact of the critical early years on optimal growth and development. Candidates understand the physical, social, and emotional factors related to beginning the parenting process. They demonstrate communication skills that contribute to positive relationships between parents and children. Candidates evaluate external support systems that provide services for parents and use current and emerging research on human growth and development and parenting in teaching about parenting practices.

Standard 7: Nutrition, Food, and Wellness.

Candidates demonstrate nutrition, food, and wellness practices that enhance individual and family well-being.

Candidates relate dietary guidelines, nutrition principles, research data, and life choices to individual and family wellness. They examine the social and emotional influences on personal eating habits. Candidates evaluate functions and sources of nutrients as well as factors that affect food quality and nutrient retention. They examine the effects of cultural influences and global factors on the production, supply, and distribution of food. Candidates synthesize principles of food acquisition, safety, sanitation, preparation, and service to meet long-term nutrition and food needs and preferences.

Standard 8: Textiles and Apparel

Candidates integrate knowledge, skills, and practices in teaching about the factors that impact textiles and apparel products.

Candidates demonstrate knowledge of the factors that impact textiles and apparel needs and choices of individuals and families across the life span. They apply principles of art and elements of design in the selection and coordination of textiles and apparel products for a variety of end uses and consumer preferences. Candidates demonstrate skills needed to care for, construct, and repair textiles and apparel products.

Standard 9: Housing, Interiors, Equipment, and Furnishings

Candidates integrate knowledge, skills, and practices in applying design principles to the living environment and teaching about the factors influencing housing decisions.

Candidates analyze historical, cultural, economic, environmental, and technological influences on housing, equipment, and furnishings. They analyze and create blue prints and floor plans for efficiency and safety. Candidates apply art and design principles in the selection of equipment and furnishings to meet individual and family needs. They determine benefits of regular care, periodic maintenance, and improvements of housing, equipment, and interiors.

Standard 10: Leadership and Communication

Candidates demonstrate leadership and communication skills in varying family, workplace, and community contexts.

Candidates demonstrate responsible leadership and service in school, family, community, and work settings. They create an environment that encourages and respects the ideas, perspectives, and contributions of a diverse group of individuals. Candidates use good communication skills and collaborative leadership and teamwork processes.

Standard 11: Authentic Instruction

Candidates integrate core academic education standards and related vocational student organization activities to enhance academic attainment, leadership development, application of curriculum knowledge and skills, community service, and career development.

Candidates integrate and reinforce learning of core academic education standards, such as English language arts, math, science, and social studies, in family, career, and community contexts. They integrate programs and projects of the Family, Career and Community Leaders of America student organization to foster student learning.

**Food Production and Management Services, 9-12
(Note: FCS Endorsement 5-12 Pre/Co-Requisite)****Standard 1: Fundamental Skills.**

Candidates demonstrate culinary skills and industry applications of food principles.

Candidates demonstrate industry applications of principles of food acquisition, handling, and preparation including quantity meal planning and cooking and commercial equipment operation. They demonstrate culinary skills with application of food safety and sanitation procedures. Candidates demonstrate commercial preparation for all menu categories to produce a variety of food products. They demonstrate artistic food presentation techniques.

Standard 2: Food Service Management.

Candidates demonstrate implementation of food service management functions.

Candidates practice business and financial skills related to purchasing and receiving in food service operations. They implement a marketing plan for food service operations. Candidates examine the areas of workplace ethics, legal liability, environmental issues, and human resource policies within the food industry. They demonstrate the concepts of internal and external customer service.

Standard 3: Career Development.

Candidates analyze career paths within the food production and food services industries.

Candidates have knowledge of opportunities, education and training, and industry certifications for career paths in food production and services. They facilitate school to work transitions and apply business and human resource management skills to facilitate school-based enterprises.

Early Childhood Care and Services, 9-12
(Note: FCS Endorsement 5-12 Pre/Co-Requisite)

Standard 1: Developmentally Appropriate Practices.

Candidates assess and implement developmentally appropriate practices that enhance growth and development of infants, toddlers, pre-kindergarten children, and school-aged children.

Candidates evaluate and use current and emerging research to assess early childhood practices and procedures. They demonstrate knowledge of child development to plan, prepare, and implement developmentally appropriate practices and learning activities; select age-appropriate toys, equipment, and educational materials; and observe children and document observations using appropriate assessment techniques. Candidates implement an integrated curriculum that incorporates a child's language, learning styles, home experience, and cultural values.

Standard 2: Understanding Content Knowledge in Early Childhood Education.

Candidates understand the importance of each content area—including early literacy (language), math, science, social studies, creative arts, music, and physical education—in young children's learning.

Candidates know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. They recognize that every child constructs knowledge in personally and culturally familiar ways. Candidates develop curriculum that is free of biases related to ethnicity, religion, gender, or ability status.

Standard 3: Building Meaningful Curriculum.

Candidates demonstrate integration of curriculum and instruction to meet the developmental needs and interests of all children.

Candidates demonstrate a variety of teaching methods to meet the individual developmental needs of children, including children with special needs. They establish schedules, routines, and transitions that complement learning center activities. Candidates demonstrate knowledge of positive guidance, interpersonal relations, and conflict prevention and resolution.

Standard 4: Health and Safety.

Candidates establish, organize, and maintain a safe and healthy environment conducive to a child's welfare and learning.

Candidates plan nutritious meals and snacks; understand and follow

governmental guidelines for health, safety, and fire; recognize signs of abuse and neglect and know reporting procedures; and demonstrate knowledge of emergency and security procedures.

Standard 5: Career Development and Facilities Management.

Candidates analyze career paths within the child care industry and apply management skills to facilitate a school- based child care program.

Candidates have knowledge of career opportunities, training, and industry certifications for career paths in the child care industry. They facilitate school to work transitions and apply business and human resource management skills to operate a school-based child care program. Candidates apply ethical and environmental standards as they plan and implement the operational procedures for facility management. They demonstrate an understanding of the interrelationship among families, schools, communities, and programs.

Textile and Apparel Production and Service Management 9-12 (Note: FCS Endorsement 5-12 Pre/Co-Requisite)

Standard 1: Fundamental Skills.

Candidates demonstrate skills and industry application of clothing/design principles.

Candidates demonstrate fundamental applications in the global textile and apparel complex. They will demonstrate basic understanding of the concepts, principles, and processes that are used to design and deliver products and ideas to consumers successfully. These include but are not limited to apparel construction and alteration; pattern use, design and alteration; and application of the basic design fundamentals to design and merchandising.

Standard 2: Textiles and Apparel Production and Service Management.

Candidates demonstrate implementation of fashion production and service management functions.

Candidates practice business and financial skills, functioning as both employee and entrepreneur. These include but are not limited to purchasing and receiving merchandise in the textile and apparel operations. They will implement a marketing plan for fashion production and service management. Candidates examine the areas of workplace ethics, legal liability, environmental issues, and human resource policies within the fashion production and service management industry. They will demonstrate the concepts of internal and external customer service.

Standard 3: Career Development

Candidates analyze career paths within textiles and apparel production and service management.

Candidates have knowledge of opportunities, education, and training for career paths in textiles and apparel production and service management, including entrepreneurial opportunities. They facilitate school to work transitions and apply business and human resource management skills to facilitate a school-based enterprise.

Implementation Standards

1. The program of study in Family and Consumer Sciences enables teacher candidates to meet the performance standards for the Family and Consumer Sciences endorsement. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. The major constitutes a maximum of 30 percent of the undergraduate experience.
2. The programs of study leading to endorsements in the two occupational areas— food production and management services and early childhood care and services—are included in the Family and Consumer Sciences major as part of the initial preparation program, or they are offered as additional endorsements to the FACS endorsement. Institutions of higher education are strongly encouraged to include one occupational area in the initial preparation. Course work supporting additional endorsements in food production and management services and early childhood care and services does not exceed 12 semester hours for each additional endorsement. It is understood that candidates seeking additional endorsements will need to engage in continuous learning in these fields.
3. EPPs provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
4. Candidates have field experiences in both 6-8 and 9-12 settings. While it is not always possible to obtain student teaching experiences in 5-8 settings, at a minimum candidates have practicum experiences at that level.
5. EPPs use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in Family and Consumer Sciences (date); national standards in Family and Consumer Sciences (get correct title when available) (2004)

Technology-Engineering Education

(Endorsement in Technology-Engineering Education 5-12)

Technology has been a powerful force in the development of civilization. Human action has used technology to shape the world in many ways according to interests or needs of the time. Many parts of our world are designed--shaped and controlled largely through the use of technology. An understanding of the interaction among humans, technological processes, and the world has an impact on further technological innovation. This context for viewing technological development is sometimes referred to as the "designed world."

Technology-engineering education develops student learning of processes and knowledge related to technology that are needed to solve problems and extend human capabilities. Technology-engineering education is an applied discipline to promote technological literacy at all levels. Professional studies and experiences culminating in technology education licensure will enable the teacher candidate to meet the following standards:

Specialty Area Standards

Standard 1: The Nature of Technology.

Candidates demonstrate an understanding of technology, its role in human design in the world, and its relationship to the systems approach within technology education.

Candidates explain the characteristics and scope of technology. They compare the relationship among technologies and systems and the connections between technology and other disciplines. They apply the concepts and principles of technology and systems when teaching technology in the classroom and laboratory. Candidates understand positive and negative aspects of technology in our world.

Standard 2: Technology and Society.

Candidates demonstrate an understanding of technology and society within the context of human design in the world.

Candidates compare the relationships between technology and social, cultural, political, and economic systems. They assess the role of society in the development and use of technology, and they assess the importance of significant technological innovations on the history of humankind. Candidates judge the effects of technology on the environment. They evaluate the relationship between technology and social institutions, such as family, education, government, and workforce. Candidates understand appropriate and inappropriate uses of technology and make decisions based on knowledge of intended and unintended effects of technology on society and the

environment. The candidates demonstrate these capabilities within the context of physical systems; medical and agricultural biotechnologies; communication, transportation; construction; and manufacturing.

Standard 3: Design.

Candidates demonstrate an understanding of design within the context of the human design of the world.

Candidates explain the importance of design in the human made world. They describe the attributes of design and analyze the engineering design process and principles. Candidates apply the processes of troubleshooting, research and development, invention, innovation, and experimentation in developing solutions to a design problem. They investigate the relationship between designing a product and the impact of the product on the environment, the economy, and the society.

Standard 4: Technological Operations and Processes.

Candidates demonstrate proficiency in technological operations and processes within the context of the designed world.

Candidates select design problems and include appropriate criteria and constraints for each problem. They evaluate a design, assessing the success of a design solution and develop proposals for design improvements. They analyze a designed product and identify the key components of how it works and how it was made, and they operate and maintain technological products and systems. Candidates develop and model a design solution and complete an assessment to evaluate the merits of the design solution. They operate a technological device and/or system. They diagnose a malfunctioning system, restore the system, and maintain the system. They investigate the impacts of products and systems on individuals, the environment, and society. Candidates assess the impacts of products and systems. They follow safe practices and procedures in the use of tools and equipment. The candidates judge the relative strengths and weaknesses of a designed product from a consumer perspective. They exhibit respect by properly applying tools and equipment to the processes for which they were designed. They design and use instructional activities that emphasize solving real open-ended problems. The candidates demonstrate these capabilities within the context of physical systems; medical and agricultural biotechnologies; communication, transportation; construction; and manufacturing.

Standard 5: Designed World Analysis and Improvement.

Using systems analysis, candidates evaluate the designed world to determine the success of a technological intervention and use this analysis to improve technology in a variety of contexts.

Candidates analyze the principles, contexts, and applications of physical

systems; medical and agricultural biotechnologies; communication, transportation; construction; and manufacturing. They select and use appropriate technologies in a variety of contexts, analyze the effects of the intervention, and use the analysis as a source of technological innovation in the designed world.

Standard 6: Curriculum. Candidates design, implement, and evaluate curricula based upon standards for technological literacy.

Candidates identify appropriate content for the study of technology at different grade levels. They design a technology curriculum that integrates technological content from other fields of study. They identify curriculum and instructional materials and resources that enable effective delivery when teaching about technology. Candidates undertake long-term planning that results in an articulated curriculum based on state and national standards (or equivalent) for grades K-12. They use multiple sources of information to make informed decisions in technology curriculum, and they incorporate up-to-date technological developments into the curriculum. Candidates implement a technology curriculum that systematically expands the technological capabilities of the student.

Standard 7: Instructional Strategies.

Candidates use a variety of effective teaching practices that enhance and extend learning of technology.

Candidates base instruction on contemporary teaching strategies that are consistent with state and national standards. They apply principles of learning and consideration of student differences to the delivery of instruction. Candidates select and use a variety of instructional strategies, using appropriate materials, tools, and processes to maximize student learning about technology. They select and use a variety of student assessments appropriate for different instructional materials. Candidates evaluate instructional strategies to improve teaching and learning in the technology classroom by using student learning outcomes, reflection, and other techniques. They exhibit an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.

Standard 8: Learning Environment.

Candidates design, create, and manage learning environments that promote technological literacy.

Candidates create a rich learning environment that provides for varied educational experiences in the technology classroom and laboratory. They identify a learning environment that encourages, motivates, and supports student learning, innovation, design, and risk-taking. They design a learning

environment that establishes student behavioral expectations that support an effective teaching and learning environment. They create a flexible learning environment that is adaptable for the future. Candidates exhibit safe technology laboratory practice by designing, managing, and maintaining a physically safe technology-learning environment.

Standard 9: Students.

Candidates understand differences among students and how they learn.

Candidates design technology experiences for students of different ethnic and socioeconomic backgrounds, gender, age, interest, and exceptionalities. They identify how students learn technology most effectively by integrating current research about hands-on learning and learning about the content of technology. Candidates create productive technology experiences for students with different abilities, interests, and ages.

Standard 10: Professional Growth.

Candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.

Candidates demonstrate a continuously updated and informed background about the knowledge base and processes of technology. They continuously build upon effective instructional practices that promote technological literacy. They collaborate with other candidates and professional colleagues to promote professional growth, become actively involved in professional organizations, and attend professional development activities. Candidates demonstrate a value for continuous professional growth and reflect upon how technology teachers can improve their teaching practice. They demonstrate the importance of professionalism by promoting technology organizations for students in the technology classroom, and they apply various marketing principles and concepts to promote technology education and the study of technology.

Implementation Standards

1. Programs for the endorsement in technology-engineering education enable teacher candidates to meet performance standards in teaching technology-engineering education appropriate to grades five through twelve.
2. Candidates for licensure and endorsement in technology-engineering education may qualify through several different routes:
 - a. Candidates seeking initial licensure and endorsement: Candidates may seek licensure and endorsement by completing a traditional program, consistent with these licensure standards as approved by the Department of Education.

- b. Candidates seeking alternative licensure and endorsement: Candidates who hold a bachelor's degree and have expertise in the technology education area but who are not licensed teachers may use alternative A, C and E licenses. The Division of Vocational-Technical Education, working with teacher preparation programs, will verify subject area competence of individual candidates seeking licensure. Initially, it is assumed that candidates will use the Alternative E License, which allows them to begin teaching if they successfully complete the Praxis specialty exam. Eventually, it is assumed that candidates will use the Alternative C License, offered on campuses or online.
 - c. Candidates seeking additional endorsement: Candidates who are licensed teachers who have taught technology education for at least two years prior to or including 2002-03 (or who have expertise in the technology education area as verified by the Division of Vocational-Technical Education) may add the endorsement provided they: (1) complete a 5-day training in technology-engineering offered by the Department of Education (or equivalent methods course); (2) complete a one-day training in safety; (3) pass the Praxis examination; and (4) are recommended by the Division of Vocational-Technical Education.
 - d. Trade and industry teachers: Candidates who hold a bachelor's degree and a professional occupational education license may be issued a professional license endorsed in technology education provided they: (1) complete the requirements in 2. C. and (2) pass the Praxis examination in Principles of Learning and Teaching.
3. EPPs use the following documents (as they may be amended) and other sources of information when planning, implementing and evaluating the technology-engineering programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Standards for Technological Literacy: Content for the Study of Technology, International Technology Education Association (ITEA)(2000), Curriculum Standards for Initial Programs in Technology Education, ITEA and Council on Technology Teacher Education (2003) and Tennessee Technology Education Curriculum Standards (1999).

Marketing Education

(Endorsement in Marketing 7-12)

Teacher preparation in marketing provides teacher candidates with an understanding of the basic concepts of business as well as knowledge of marketing concepts and their application. Teaching is a lifelong undertaking that is initiated in college course work, refined in field experiences and enhanced during professional teaching. The course work and related field and laboratory experiences enable the teacher candidate to meet the following standards:

Specialty Area Standards

Standard 1: Economics.

Candidates demonstrate an understanding of microeconomic and macroeconomic concepts as they apply to the world's economic systems and the factors that impact economic change.

Candidates apply the concepts of supply, demand, and productivity in decision making. They evaluate factors affecting the availability of goods, services, employment, and standard of living. Candidates understand the effect of the free enterprise system on domestic and global consumers as well as business and government organizations. They analyze the role of monetary and fiscal policy.

Standard 2: Business Law.

Candidates apply concepts of business law and ethics to business, entrepreneurial, and personal services.

Candidates analyze the legal rights and potential liabilities related to business and marketing. Candidates evaluate the dynamic nature of law in responding to the changing social, ethical, political, regulatory, and international environment.

Standard 3: Financial Analysis.

Candidates apply tools, strategies, and systems used to maintain, monitor, control, interpret, and plan the use of financial resources.

Candidates prepare and interpret financial statements and use computer systems in preparing all financial records of business organizations. They explain the importance of personal and business finance and their effects on the global economy. Candidates manage financial sources available to make business decisions. Candidates evaluate ethical issues that impact fiscal operations.

Standard 4: Management.

Candidates apply management principles to the functions business and marketing in the domestic and global marketplace.

Candidates use a systems approach to design problem solving strategies and evaluate models showing the flow of information in a business organization. They determine information system applications appropriate for each function of business. Candidates apply cost-effective procedures when designing business activities and proposing solutions to human relations and other business-related problems. They employ pre-employment screening procedures and career management techniques for new and experienced employees. Candidates integrate cultural, political, and cross cultural challenges that confront businesses in a global economy.

4.1 Information Management. Candidates utilize tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to facilitate market research and assist business decision making.

4.2 Human Resources Management. Candidates apply tools, techniques, and systems that businesses use to plan, staff, lead, and organize their human resources.

4.3 Strategic Management. Candidates employ tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization or department.

4.4 Operations Management. Candidates demonstrate the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning

Standard 5: Marketing.

Candidates apply the concepts necessary to market goods, services, and ideas to compete successfully in the domestic and global economies.

Candidates analyze the role of marketing in distribution, pricing, product and service management, selling, promotion, and consumer behavior.

5.1 Distribution. Candidates have a working knowledge of the functions of the distribution process. Candidates analyze the role of distribution of goods and services in domestic and global economies, including transportation, warehousing, channels of distribution, supply chain management and inventory control.

5.2 Pricing. Candidates have a working knowledge of the function of pricing and its importance to marketing. They explain pricing policies, strategies and decisions based on an evaluation of cost, competition and company objectives. Candidates apply the concepts of return on investment, break even analysis, customer perceptions, cost analysis and target return.

5.3 Product and Service Management. Candidates understand the concepts and apply the processes needed to obtain, develop, brand, maintain, and improve a product or service mix in response to market opportunities. They

provide opportunities for students to generate product ideas, use quality assurances, and develop product-mix strategies to contribute to ongoing business success and desired business image.

5.4 Selling. Candidates determine client needs and wants and respond through planned, personalized communication to influence purchasing decisions and enhance future business opportunities. They communicate product knowledge and benefits, employ sales processes and techniques, and manage sales activities to enhance customer relationships and meet sales goals.

5.5 Promotion. Candidates demonstrate the effective use of advertising and other promotional methods to inform and persuade the consumer to purchase products and services. They analyze and assess the role and effectiveness of the promotional mix, including advertising, personal selling, sales promotion, event marketing, public relations and visual merchandising. Candidates evaluate the management of promotional activities to maximize return on promotional efforts. Candidates use communication strategies to convey information about products, services, images and ideas to the target market.

5.6 Consumer Behavior. Candidates understand the purchasing behaviors of both consumer and industrial buyers. Candidates examine the relationship between the marketing research process and decision making models. They examine cultural and international influences and perceptions on consumer behavior. Candidates understand differences based on market segmentation. They investigate customer service strategies that satisfy the customer and take into consideration the influences of culture when communicating with the customer.

Implementation Standards

1. The program of study in marketing education enables teacher candidates to meet the performance standards for marketing. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major or the equivalent in meeting the standards.
2. Educator preparation programs in marketing provide opportunities for related supervised field experiences as part of coursework and internship or student teaching. Field experiences and clinical practice (enhanced student teaching or internship) are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct or conduct applied research. Candidates complete student teaching experiences in successful and diverse school-based

marketing education programs.

3. Educator preparation programs provide opportunities for candidates—in course work or field experiences—to integrate student classroom studies and vocational student organizations and to engage in student programs employing workplace methodology.
4. Educator education programs verify that candidates entering teaching directly following completion of their education have had one year (2,000 hours) of acceptable work experience in marketing or a marketing related occupation or a supervised practicum. Programs verify that candidates entering teaching after working in marketing positions have had at least one and one half years (3,000 hours) of work experience.
5. Candidates who are licensed teachers with an endorsement in business may add the marketing endorsement with course work and related field experiences not to exceed 9 semester hours. Institutions of higher education that have an approved program in business education may offer the additional endorsement in marketing, even if they do not have an approved program in marketing education. Programs of study for additional endorsement address the competencies in content standard 5. Standards for the additional endorsement become effective for candidates beginning endorsements May 1, 2006.
6. EPPs are encouraged to develop programs that lead to licensure in both business and marketing.
7. Candidates who hold a bachelor's degree who have expertise in marketing but who are not licensed teachers, may teach marketing using a practitioner license. They will document content area expertise by one of the following: having a major in marketing, having at least 24 semester hours in marketing, or passing the Praxis II test in marketing. Candidates must meet the other requirements for transitional licensure. They may obtain their professional education either on campus or online. Institutions may provide the professional education training to such candidates, even if they do not have an approved marketing education program.
8. EPPs use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in Marketing Education (2005); and Business Administration: Marketing—National Standards for Marketing Management, Entrepreneurship, and Business Administration, Marketing Education Resource Center (2005).

Health Science Education Licensure
(Endorsement in Health Science Education 9-12)

Health science education is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional practice. The course work and related field and laboratory experiences will provide the prospective teacher the knowledge and skills to accomplish the following:

Specialty Area Standards

I. Health Care Core

- A. Academic Foundation. Apply knowledge of language arts, social studies, mathematics, and life sciences to health care.
- B. Communication. Use effective methods of verbal and nonverbal communication and be aware of multicultural and multilingual needs.
- C. Systems. Understand the range of services offered by health care providers and how the key systems affect the quality of care given.
- D. Employability Skills. Demonstrate effective employment skills to solve problems and make decisions while adapting to changing situations.
- E. Legal Responsibilities. Understand legal responsibilities and operate within the scope of practice.
- F. Ethics. Adhere to the accepted code of ethics of the profession.
- G. Safety Practices. Distinguish potential or existing hazards and apply standard precautions to prevent injury and illness to self and others.
- H. Teamwork. Interact effectively with all members of the health care team.

II. Therapeutic and Diagnostic Core

- A. Health Maintenance Practices. Promote health maintenance practices and disease prevention strategies.
- B. Monitoring Client Status. Assess client health status and report results.

- C. Client Movement. Apply the principles of body mechanics for client and equipment transport.

III. Therapeutics

- A. Data Collection. Use protocols and guidelines in collecting and reporting client data.
- B. Treatment Planning. Use data for the purpose of treatment planning.
- C. Implementing Procedures. Execute procedures accurately, supporting the treatment team.
- D. Client Status Evaluation. Evaluate client status to reach treatment goals.

IV. Diagnostics

- A. Planning. Interpret requests for procedures and plan for implementation.
- B. Preparation. Prepare supplies, equipment, and clients for procedures and maintain equipment according to protocol.
- C. Procedure. Know the logic and sequence and perform the procedure creating precise and accurate products.
- D. Evaluation. Evaluate the procedure and its product and follow quality assurance protocols.
- E. Reporting. Produce precise, accurate, and timely reports using appropriate communication channels.

V. Information Services

- A. Analysis. Verify and analyze client information to prepare reports using knowledge of external agencies.
- B. Abstracting and Coding. Interpret medical records and convert narrative information into a statistical data base.
- C. Information Systems. Design and educate the health care team to the use of new and revised systems and processes.
- D. Documentation. Obtain, record, and retrieve client information focusing on accuracy and completeness and following legal guidelines.

- E. Operations. Use health information equipment and materials safely and efficiently in daily operations.

VI. Environmental Services

- A. Environmental Operations. Demonstrate adherence to the job description while performing tasks safely and following internal and external guidelines.
- B. Aseptic Procedure. Maintain an aseptic environment using standard precautions of work practice controls.
- C. Resource Management. Employ careful use of available resources to make timely and cost effective decisions.
- D. Aesthetics. Organize and maintain an aesthetically appealing and healthy environment.

Implementation Standards

1. The health science teacher will develop the knowledge and skills specified in professional education and health science education.
2. Knowledge and skills in the professional education core are common to all teaching areas; the application of the knowledge and skills to specific teaching areas will be embedded in the course work and related field experiences.
3. The health science teacher must hold an associate or higher degree that is related to their health care license. The license, registration or certification must be in an allied health occupation, or as a registered nurse, or in an appropriate medical profession in Tennessee that can be verified by TN Department of Health Licensure or a national license accreditation agency. (EX: Radiological Technologist, Nuclear Medicine, etc.)
4. Applicant shall have completed one year of full-time or part-time successful employment within the past five years in a related health occupation in a health care clinical setting having a current active health care license. (EX: hospital, long-term care facility, rehabilitation or athletic training facility, dental or medical office, home health, day surgery center, etc.)
5. The knowledge and skills related to professional education will be incorporated into a program of study not to exceed 18 semester hours and may be offered by a college or department of education

and other units working collaboratively. Institutions of higher education are encouraged to develop appropriate course work using distance learning to reach prospective teachers across the state. In designing a program of study for the individual candidates, the institution will assess the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other tests or additional assessments of knowledge and skills. Teachers must complete six semester hours prior to their second year of teaching.

6. Academic advisement concerning teaching as a career and the appropriate course selection for prospective teachers will be readily available.
7. Prior to beginning teaching, the health science teacher will attend a three-day seminar sponsored by the Department of Education on curriculum and teaching strategies.
8. In addition to the course work taken by the health science teacher, the following should be provided for each newly hired health science teacher:
 - a. Two all day seminars planned by state consultants for new teachers to discuss knowledge and skills necessary for the first year of teaching.
 - b. Four days of released time for new teachers to allow them to visit and observe experienced health science teachers and their programs during the first year of teaching.
 - c. The assignment of a teacher mentor to each new teacher by the local school system during the first year of teaching.
 - d. Assistance by a health science teacher in planning, organizing, and advising Health Occupations Students of America as an integral part of the instructional program.
9. These licensure standards are derived from the Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); National Health Care Skill Standards, Far West Laboratory (1995); Tennessee Framework for Evaluation and Professional Growth (State Model for Local Evaluation, 1997); Health Science Curriculum Framework, Grades 9-12, Tennessee (1998); and Tennessee School-to-Career System, Executive Summary (1996). Institutions of higher education are expected to consider these documents (as they may be amended) when designing teacher preparation programs.

Trade & Industrial Education Licensure
(Endorsement in Trade & Industrial Education 9-12)

Trade and industrial education is a lifelong undertaking that is initiated in occupational experience and formal post-secondary education and enhanced during professional practice as a teacher. Training for licensure and subsequent professional development of trade and industrial education teachers should be a continuous process.

By the time a teacher is ready to gain professional licensure, the teacher will reach the professional studies portion of the Instructional Standards of Quality as adopted by the National Association of Industrial and Technical Teacher Educators (NAITTE). These standards, attained through a combination of programs in professional education, other post-secondary education programs, occupational experience, teaching experience, and professional development opportunities, will provide the prospective teacher the knowledge and skills to accomplish the following NAITTE standards:

Specialty Area Standards

I. Instruction

Help all students become thinking, active worker-citizens by providing them with opportunities to observe, actively encounter and engage in, create, and experience meaningful learning.

II. Curriculum

Develop a course of study that helps prepare students for active participation as citizens and workers in a postindustrial society.

III. Special Populations of Students

Adapt instructional strategies and assessment procedures to accommodate students with special needs, including persons with disabilities, students with academic or economic disadvantages, limited English proficient and other ethnic minority persons, displaced homemakers, incarcerated persons, and other nontraditional students, including gifted and talented individuals.

IV. Laboratory Organization and Management Standard

Organize and manage laboratories to ensure that students are provided with an occupationally relevant, stimulating, and safe learning environment.

V. Linkages with Stakeholder Groups

Establish and maintain working relationships with appropriate stakeholder groups.

VI. Projection of a Positive Public Status and Image

Implement a systematic program that will demonstrate profession competence and the positive value of the program to al school community and

Implementation Standards

1. The trade and industrial education teacher will develop the knowledge and skills specified in professional education and trade and industrial education.
2. Knowledge and skills in the professional education core are common to all teaching areas; the application of the knowledge and skills to specific teaching areas will be embedded in the course work and related field experiences.
3. The trade and industrial education teacher will be a high school graduate or the equivalent, as determined by the General Education Development (GED) test. The teacher will also hold and maintain a current industry certification, where available, in the specific teaching area.
4. The trade and industrial education teacher will have a minimum of five years appropriate and current work experience in the field for which application is made. A combination of technical training at the post secondary level, industry certification, or state licensure in a specific skill area may be substituted for work experience consistent with State Board of Education requirements. In the case of Criminal Justice, a master's degree or higher may be substituted for the work experience.
5. The knowledge and skills related to professional education will be incorporated into a program of study not to exceed 18 semester hours and may be offered by a college or department of education and other units working collaboratively. Institutions of higher education are encouraged to develop appropriate course work using distance learning to reach prospective teachers across the state. In designing a program of study for the individual candidates, the institution will assess the candidate's background by examining the

candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other tests or additional assessments of knowledge and skills. Institutions of higher education may admit prospective teachers as special students or non-degree students consistent with their own requirements. Teachers must complete six semester hours prior to their second year of teaching.

6. Academic advisement concerning teaching as a career and the appropriate course selection for prospective teachers will be readily available.
7. Prior to beginning teaching, the trade and industrial education teacher will attend a three-day seminar sponsored by the Department of Education on curriculum and teaching strategies. The trade and industrial teacher will also attend a three-day seminar sponsored by the Department of Education prior to the second year of teaching and prior to the third year of teaching.
8. In addition to the course work taken by the trade and industrial education teacher, the following shall be provided for each newly hired trade and industrial education teacher:
 - a. State consultants shall provide two all day seminars for new teachers to discuss knowledge and skills necessary for the first year of teaching.
 - b. School systems shall provide four days of released time for new teachers to allow them to visit and observe experienced trade and industrial education teachers and their programs during the first year of teaching.
 - c. School systems shall assign a trained teacher mentor to each new teacher during the first year of teaching.
 - d. Higher education faculty shall provide for observation of the new teacher in conjunction with course work.
 - e. The Department of Education and school systems shall provide assistance by a trade and industrial education teacher in planning, organizing, and advising SkillsUSA-VICA as an integral part of the instructional program.
9. These licensure standards are derived from the Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue,

developed by the Interstate New Teacher Assessment and Support Consortium (1992); Standards of Quality for the Preparation of Trade and Industrial Education Teachers, National Association of Industrial and Technical Teacher Educators (1998); Tennessee Framework for Evaluation and Professional Growth (State Model for Local Evaluation, 1997); and Tennessee School-to-Career System, Executive Summary (1996). Institutions of higher education are expected to consider these documents (as they may be amended) when designing teacher preparation programs.

Appendices

Appendix A

Eligibility Requirements

(Adapted from the [CAEP Eligibility Requirements](#))

To be eligible for conditional approval to provider educator preparation in Tennessee, a prospective EPP must meet the eligibility requirements below.

Eligibility for Conditional Approval

The eligibility requirements must be completed by the EPP's administrator (e.g., CEO, dean, or director), signed by the administrator and the president/CEO, and submitted to TDOE.

An EPP must indicate on the application that it:

1. Agrees to provide all information requested by TDOE to carry out its functions.
2. Agrees to comply with SBE policies.

Eligibility Requirements

Prospective EPPs must submit the following as a part of the proposal for conditional approval.

IHE providers must provide the following:

1. Evidence that it has the capacity to prepare educators:
 - a. If its candidates receive Title IV funds, it must show evidence of regional accreditation by an accrediting agency recognized by the U.S. Department of Education or its equivalent. A copy of the official letter from the accreditor must be provided.
 - b. If its candidates do not receive Title IV funds, it must provide evidence that it meets the requirements outlined in Appendix A.
2. Applicable demographic characteristics, such as governance (non-profit or for-profit), control (private or public), regional accreditation agency (e.g., WASC or Middle States), and THEC authorization.
3. Identification of all SAPs proposed for the preparation of PreK-12 educators.

Non-IHE providers must provide the following:

1. Clean independent audits of a full set of financial statements of the legal entity offering educator preparation programs for the three years prior to applying for CAEP accreditation. The audits should meet the standards of the American Institute of Certified Public Accountants or other appropriate accounting standards generally accepted in the United States.
2. The legal entity's 990 Form (for nonprofits) or corporate income tax returns (for for-profits) or comparable information for the past year for EPPs.

3. A business plan that focuses on the EPP being approved. The business plan should include:
 - a. A business model that briefly describes the services to be delivered, the area to be served, the current and projected number of candidates, recruitment activities, a description of faculty/instructors, tuition costs, a budget narrative, etc.;
 - b. The most current approved budget;
 - c. Revenue and expense projections for the next two years, including funding streams, the length and percentage of funding from foundation grants, appropriated governmental funds, tuition, funds from elsewhere in the legal entity or its affiliates, and costs of facility, payroll, maintenance, etc.;
 - d. A one- to two-page narrative describing revenue and expenditure projections for the next 4 years;
 - e. A one- to two-page narrative describing the relationship between the provider and the legal entity offering the educator preparation programs; and
 - f. If tuition-based, the tuition refund policy, should the educator preparation programs be discontinued.

A TDOE-appointed committee will review this documentation and submit a report to the Educator Preparation Provider and the president of CAEP detailing its findings.

Appendix B

Specialty Area Standards

ENDORSEMENT AREA	PREPARATION STANDARDS	WEBSITE
Early Development and Learning PreK-K	NAEYC Standards for Early Childhood Professional Preparation See Standards Menu	NAEYC
Early Childhood PreK-3		
Elementary Education K-5	ACEI Elementary Education Standards and Support Explanation For Subject Specific Standards Also See NCTM NSTA NCSS	ACEI
English/Language Arts 6-8	NCTE Standards for Initial Preparation of Teachers of Secondary English Language Arts AMLE Standards for Middle Level Teacher Preparation See 2012 Approved Standards	NCTE AMLE
Math 6-8	NCTM Standards for Mathematics Teacher Preparation AMLE Standards for Middle Level Teacher Preparation See 2012 Approved Standards	NCTM AMLE
Science 6-8	NSTA Preservice Science Standards See Applicable Level and Discipline Specific Standards NSTA Standards by Grade Band and Topic AMLE Standards for Middle Level Teacher Preparation See 2012 Approved Standards	NSTA AMLE

Social Studies 6-8	NCSS Standards for Social Studies Teachers See Applicable Level and Discipline Specific Standards	NCSS
	AMLE Standards for Middle Level Teacher Preparation See 2012 Approved Standards	AMLE
English 6-12	NCTE Standards for Initial Preparation of Teachers of Secondary English Language Arts	NCTE
Mathematics 6-12	NCTM Standards for Mathematics Teacher Preparation See Applicable Level Standards	NCTM
Science 6-12	NSTA Preservice Science Standards See Applicable Level and Discipline Specific Standards	NSTA
	NSTA Standards by Grade Band and Topic	
Social Studies 6-12	NCSS Standards for Social Studies Teachers See Applicable Level and Discipline Specific Standards	NCSS
World Languages PreK-12	ACTFL Program Standards for the Preparation of Foreign Language Teachers	ACTFL
Speech Communication 6-12	NCA Standards (in development) Preparation Standards Under Development	NATCOM
Visual Arts K-12	NAEA Standards for Art Teacher Preparation	Art Educator's Website
General Music <u>K-12</u> Vocal Instrumental	NASM Competencies	NASM
Theatre K-12	AATE Standards for Theater Education	AATE
Dance K-12	NDEO Core Arts Standards in Dance	NDEO

Physical Education K-12	NASPE Physical Education Teacher Education Standards	NASPE
Health and Wellness K-12	AAHE Health Education Teacher Preparation Standards	AAHE
<u>Special Education</u> Core	CEC Initial Level Special Educator Preparation Standards	CEC
<u>Special Education</u> Preschool/ Early Childhood PreK-3	CEC Initial Level Special Education Early Childhood	CEC Initial & Advanced Specialty Sets
<u>Special Education</u> Interventionist K-8 Interventionist 6-12	CEC Initial Level Learning Disabilities	CEC Initial & Advanced Specialty Sets
<u>Special Education</u> Comprehensive K-12	CEC Initial Level Individual General & Independence Curriculum Combined	CEC Initial & Advanced Specialty Sets
<u>Special Education</u> Vision PreK-12	CEC Initial Level Blind & Visually Impaired	CEC Initial & Advanced Specialty Sets
<u>Special Education</u> Hearing PreK-12	CEC Initial Level Deaf & Hard of Hearing	CEC Initial & Advanced Specialty Sets
<u>Special Education</u> Gifted PreK-12	CEC Initial Level Gifted Educator Preparation Standards	CEC Initial & Advanced Specialty Sets NAGC
<u>Special Education</u> School Audiologist PreK-12	Refer to current Tennessee Specialty Area Standards	ASHA

<u>Special Education</u> School Speech-Language Pathologist PreK-12	Refer to current Tennessee Specialty Area Standards	<u>ASHA</u>
English as a Second Language PreK-12	<u>TESOL Standards for Programs in P-12 ESL Teacher Education</u>	<u>TESOL</u>
Library Information Specialist PreK-12	<u>ALA/AASL Standards for Initial Preparation of School</u>	<u>ALA</u>
Reading Specialist PreK-12	<u>IRA Standards for Reading Professionals</u>	<u>IRA</u>
School Social Worker PreK-12	<u>CSWE Educational Policy and Accreditation Standards</u>	<u>CSWE</u>
School Counselor PreK-12	<u>CACREP Standards</u> See “School Counselor” Section	<u>CACREP</u>
School Psychologist PreK-12	<u>NASP Standards for Graduate Preparation of School Psychologists</u>	<u>NASP</u>
CTE Endorsements	Refer to current Tennessee Specialty Area Standards	

Appendix C

Admission to Educator Preparation Programs

1. Praxis I: Core Academic Skills for Educators, an assessment of academic skills, will be used as a part of the admissions process for entrance into teacher education. Candidates seeking admission to approved teacher education programs shall attain qualifying scores as indicated in the Professional Assessments for Tennessee Educators (5.105).
2. Candidates who fail to pass any required subtest(s) of the Core Academic Skills for Educators may retake such subtests as often as such tests are administered. Candidates retaking any of the subtests must attain cut off scores in effect at the retesting time. Persons who fail the tests after having taken them twice may appeal. Each EPP will establish an appeals committee to evaluate the appeal of a person who has failed the tests but appears strong on other admissions criteria established by the EPP. Appeals procedures and criteria will take into account the Tennessee Educator Preparation Policy and CAEP standards.
3. Candidates seeking admission to approved teacher education programs in Tennessee who have attained a composite score of 21 or above on the American College Testing Program (ACT) or a composite score of 22 or above on the Enhanced ACT Assessment or who have attained a combined verbal and mathematical score of 920 or above on the Scholastic Aptitude Test (SAT) or a combined verbal and mathematical score of 1,020 or above on the re-centered Scholastic Achievement Test (SAT) shall be exempt from taking a state-mandated test for admission.
4. Candidates with a baccalaureate degree from a regionally-accredited institution seeking admission to approved graduate level teacher education programs in Tennessee shall be exempt from taking a state-mandated test for admission provided the EPP establishes appropriate test requirements.
5. Candidates with a baccalaureate degree from a regionally-accredited institution seeking admission to approved teacher preparation programs in Tennessee offered by Tennessee local education agencies or organizations in partnership with Tennessee local education agencies, or by the Tennessee Department of Education, must have attained a cumulative grade point average of 2.75 on a 4.0 scale, or a 3.00 on a 4.0 scale in the last sixty (60) credit hours.
6. EPP admissions procedures will specify the process by which failure to meet standards may be appealed. Each EPP will report to the State Department of Education annually (1) the number of students admitted to teacher education programs, and (2) the number admitted on appeal.

Appendix D

Partnerships

All EPPs are required to establish state-recognized partnerships with each LEA where enrolled candidates will complete any aspect of the clinical experience. In addition, each EPP must establish a primary partnership with at least one Tennessee LEA. The full approval process requires demonstration of the authentic engagement of the EPP and LEA primary partners.

The TDOE will communicate information about specific forms or templates that should be completed by each party in the partnership. Below each type of partnership is defined.

State-recognized Partnership

At minimum, all state-recognized partnerships require the following:

4. Establish the roles and responsibilities of EPP faculty and LEA staff, including clinical mentors and supervisors.
5. Establish clear expectations regarding the delivery of candidate support and evaluation.

Primary Partnership

In addition, primary partnerships require the following:

1. Established and explicit processes for identifying and responding to LEA-identified areas of need (e.g., ESL or Special Education teachers)
2. Collaborative development of candidate selection criteria
3. Collaborative design of high-quality, needs-based clinical experiences
4. Collaborative implementation of high-quality clinical experiences with engagement of both partners throughout

Additionally, EPPs and their primary LEA partners may consider:

1. Creation of shared short- and long-term visions for the partnership
2. LEA engagement in program design and delivery of program content

Appendix E

Evidence for Conditional Review

Tennessee Evidence Collection Format - Matrix

CAEP Standards		Template	Required Evidence	Accompanying Narrative
1.1	InTASC Standard 1	√	Alignment Matrix based on Selected Standards; Candidate Assessment System (overall architecture and instruments)	limit 5,000 words (EPP) limit 2,000 words per SAP
1.1	InTASC Standard 2			
1.1	InTASC Standard 3			
1.1	InTASC Standard 4			
1.1	InTASC Standard 5			
1.1	InTASC Standard 6			
1.1	InTASC Standard 7			
1.1	InTASC Standard 8			
1.1	InTASC Standard 9			
1.1	InTASC Standard 10			
1.2	Measuring student progress	√	Description of the Clinical Requirements	limit 5,000 words
1.2	Measuring teacher progress			
1.3	SPA Standards			
1.4	TN Student Standards			
1.5	Technology Standards			
2.1	Partnerships for clinical preparation			
2.2	Clinical educators			
2.3	Clinical experiences			
3.1	Plan for Recruitment of Diverse Candidates	√	Recruitment and Selection Plan, Admission Criteria	limit 5,000 words
3.2	Admission Standards			
3.3	Additional Selectivity Factors			
3.4	Selectivity During Preparation			
3.5	Selection at Completion - a			
3.6	Selection at Completion - b			

4.1	Impact on student learning and development	
4.2	Indicators of teaching effectiveness	
4.3	Satisfaction of employers	
4.4	Satisfaction of completers	
5.1	Quality and Strategic Evaluation - a	√ (Candidate Assessment System)
5.2	Quality and Strategic Evaluation - b	
5.3	Continuous Improvement - a	
5.4	Continuous Improvement - b	
5.5	Continuous Improvement - c	

Appendix F

Evidence for Comprehensive Review

Tennessee Evidence Collection Format - Matrix

CAEP Standards	Template	Required Artifacts	Accompanying Narrative	Benchmark
1.1 InTASC Standard 1	√	Alignment Matrix; Candidate Assessment System (overall architecture and instruments)	Optional - limit 5,000 words	TBD
1.1 InTASC Standard 2				
1.1 InTASC Standard 3				
1.1 InTASC Standard 4				
1.1 InTASC Standard 5				
1.1 InTASC Standard 6				
1.1 InTASC Standard 7				
1.1 InTASC Standard 8				
1.1 InTASC Standard 9				
1.1 InTASC Standard 10				
1.2 Measuring student progress				
1.2 Measuring teacher progress				
1.3 SPA Standards				
1.4 TN Student Standards				
1.5 Technology Standards				
2.1 Partnerships for clinical preparation	√	Partnership agreement; LEA Survey; Completer Survey; Clinical Handbook	Optional - limit 1,000 words	TBD
2.2 Clinical educators				
2.3 Clinical experiences				
3.1 Plan for Recruitment of Diverse Candidates	√	Recruitment Plan; Recruiting Materials; Selection Criteria; Selection Instruments	Optional - limit 2,000 words	TBD
3.2 Admission Standards				
3.3 Additional Selectivity Factors				
3.4 Selectivity During Preparation				
3.5 Selection at Completion - a				
3.6 Selection at Completion - b				

4.1	Impact on student learning and development		<i>TEAM, Observation data</i>		
4.2	Indicators of teaching effectiveness		<i>TVAAS</i>		
4.3	Satisfaction of employers		<i>TDOE-developed survey</i>	Optional - limit 1,000 words	TBD
4.4	Satisfaction of completers		<i>TDOE-developed survey</i>		
5.1	Quality and Strategic Evaluation - a		(Candidate Assessment System)		
5.2	Quality and Strategic Evaluation - b				
5.3	Continuous Improvement - a	√		Optional - limit 2,000 words	TBD
5.4	Continuous Improvement - b				
5.5	Continuous Improvement - c				