TENNESSEE STATE BOARD OF EDUCATION	
TENNESSEE EDUCATOR PREPARATION POLICY	**5.504**

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I. Approval of Educator Preparation Providers and Programs

All educator preparation providers (EPP) and the specialty area programs (SAP) that lead to licensure must be approved by the State Board of Education (SBE). All licensure programs must ensure that candidates have opportunities to attain the knowledge and skills specified by the SBE, have clinical experiences in accordance with guidelines established by the SBE, and meet other standards, procedures, and guidelines established by the SBE.

A. 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 Commission (THEC)[1] working in collaboration with at least one local education agency with which the IHE has established a primary partnership.[2]

2. Tennessee-based Education-Related Organizations (ERO) working in collaboration with at least one local education agency (LEA) with which the ERO has established a primary partnership.[3]

3. Tennessee LEAs or a consortium of Tennessee LEAs operating in good standing.[4]

All EPPs must meet the standards adopted by the SBE to receive conditional and full approval to prepare candidates for licensure in Tennessee.

Out-of-State Providers

Out-of-state providers that hold approval in a state other than Tennessee may recommend program completers for a Tennessee educator license. Out-of state providers must implement the program (e.g., coursework, assessments, clinical requirements) as approved in the home state. Limited exceptions may allow for customization to align with Tennessee standards and expectations. All customizations must be approved by the Department of Education (the department). In addition, out-of-state providers may not support clinical experiences based in a Tennessee public or non-public school without a state-recognized partnership that is on file with the department. Finally, out-of-state providers may not advertise programs as being Tennessee-approved programs. Out-of-state providers who recommend

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[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 TDOE 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 C for more information regarding LEA partnerships.

[3] To be eligible to apply for recognition as a Tennessee-approved provider, EROs must have a clear presence within Tennessee, including staff (e.g., program director, clinical faculty, clinical mentors) and EPP operations (e.g., offices, program delivery). The department will work with prospective applicants to determine eligibility.

[4] 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.

sufficient numbers of candidates for Tennessee licensure to meet minimum size requirements will be required to participate in state reporting, including annual reports and report cards. Out-of-state provider recommendations for Tennessee licensure may not be accepted if minimum expectations are not met.

Out of state providers, including IHEs and EROs, are only eligible to apply to become a Tennessee-approved provider if each of the following conditions are met:

1. In addition to identifying recruitment and placement goals as a component of the primary partnership, out-of-state providers must set goals of producing at least 10 candidates per academic year. If at the point of review for full approval the provider has not met this production goal (average over time is sufficient), the Board may deny ongoing approval.

2. The out-of-state provider must have demonstrated capacity to provide effective mentoring and supervision for all licensure candidates completing clinical experiences in Tennessee public or non-public schools. The partnership agreement must reflect the responsibilities of the provider and the responsibilities of the partnering LEAs.

3. The out-of-state provider must have established selection criteria that meets or exceeds those minimum expectations established for Tennessee providers.

4. The provider must be able to clearly identify program candidates and completers as affiliated with Tennessee for all federal reporting requirements.

5. In addition to these requirements, out-of-state providers must meet all requirements for state approval (See below - Section B).

6. Once approved, out-state-providers will be subject to all review processes.

B. State Approval

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

Eligibility requirements vary based on the type of provider (e.g., IHE and ERO) and the current status (e.g., conditional or full approval)[5]. First time approvals (conditional) require different types of evidence than ongoing approvals (full). Conditional approval is required for EPPs or

[5] Although eligibility requirements may vary, the expectations and standards will not. For example, all IHEs are required to achieve accreditation from the Southern Association of Colleges and Schools (SACS) as a part of the eligibility requirements. SACS accreditation is not available for EROs; however, EROs will be required to provide additional information to demonstrate meeting eligibility requirements as stipulated by the Council for the Accreditation of Educator Preparation (CAEP) and required by Tennessee.

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.

II. Procedures for Approval of Educator Preparation Providers and Specialty Area Programs

A. Conditional Approval[6]

In order to achieve initial approval to prepare educators for licensure, 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. Conditional approval requires that a proposal includes responses to both EPP and SAP standards. Conditional approval is awarded based on a review managed by the Tennessee Department of Education (TDOE).

EPPs must submit a proposal that addresses each of the following[7]:

a. **EPP Eligibility Requirements** - Submit documentation that supports alignment with each of the EPP Eligibility Requirements (Appendix A) to determine provider eligibility.

b. **EPP Framework** – Identify how the EPP will address the following components of the Council for the Accreditation of Educator Preparation (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 D for a sample of evidence required for conditional approval review).

c. **Primary Partnership** – Submit documentation of the engagement of at least one primary LEA partner (See Appendix C).

d. **SAP Proposal** – Submit a proposal for each SAP or cluster of SAPs 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 a new SAP or an existing program that has undergone substantial revision. Conditionally approved SAPs will be reviewed for full approval during a comprehensive review once three years of data are available. If the program does not meet expectations for full approval, approval for the new SAP may be denied.

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[6] EPPs may develop experimental programs leading to teacher licensure. Such programs must be approved by the SBE.

[7] The TDOE will develop clear guidelines and templates for the submission of proposals.

The EPP must submit a proposal (for each SAP or cluster of SAPs) that includes an alignment of the program(s) with approved professional education standards and applicable specialty area standards. Some SAPs do not require alignment to the professional education standards.

2. **Review Process**

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

3. **Possible Outcomes**

Conditional approval awarded – Providers may begin enrolling and subsequently recommending candidates for licensure in approved specialty areas. All conditionally approved EPPs must submit annual reports and participate in the comprehensive review within five years of receiving conditional approval. Conditionally approved SAPs will be reviewed for full approval during a comprehensive review once three years of data are available.

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 the 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.

B. 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 years of receiving conditional approval. Fully approved EPPs must participate in a comprehensive review every seven 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 pathways 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 to be considered in the comprehensive review process. Specific required evidence and metrics will be provided through guidance developed and communicated by the TDOE. EPPs seeking CAEP accreditation

may be required to submit additional data. In addition, Tennessee may customize required evidence for all EPPs, including those seeking CAEP accreditation.

Implementation

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. As a part of this process, the TDOE will convene an implementation working group. This group will be composed of EPP personnel, PreK-12 practitioners, and other Tennessee education stakeholders. At the end of the planning phase (see Appendix F for additional information regarding implementation), the TDOE will make recommendations to the SBE regarding appropriate criteria and benchmarks for full approval of Tennessee-approved preparation programs.

2. Review Process[8] – The review process will include the following steps:

a. **Pre-visit:** EPPs must submit evidence for review as defined by guidance provided by the TDOE (See Appendix E for evidence required for comprehensive review).

i. At the provider level, EPPs will be evaluated against CAEP standards, which may be implemented using Tennessee-specific evidence requirements, rubrics, benchmarks or thresholds.

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 twelve 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 in regards to correcting the areas or program components identified as falling below expectations. If the EPP is not able to present compelling evidence of improvement, a focused review will be required.

b. **Review Team** – Regardless of the pathway selected for approval, all reviews will be conducted by a trained review team.

i. When an EPP is seeking state approval through the state-managed pathway, the TDOE appoints the review team.

ii. When an EPP is seeking approval through the CAEP accreditation pathway, CAEP and the TDOE jointly select a review team.

c. **On-site visit:** The review team will focus on specific evidence and metrics required through guidance by the TDOE.

[8] 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.

d. **Post-visit:** The Advisory Committee on Educator Preparation (ACEP) reviews the materials and reports generated by the comprehensive review process. ACEP recommends action relative to approval status to the TDOE.

e. **Approval:** The TDOE submits recommendations to the SBE.

3. Possible Outcomes

Full approval is issued as a result of positive approval action by the SBE. 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 SBE.

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

a. **Full approval, exemplary status** – The EPP/SAP exceeds expectations on a majority of the standards and indicators and meets expectations on all other standards and indicators. The EPP/SAP is issued full approval with no stipulations.

b. **Full approval** – The EPP/SAP meets expectations on all standards and indicators. 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 within the three-year period the areas in need of improvement are adequately addressed as determined by the TDOE, the TDOE may recommend the removal of minor stipulations. If within the three-year period the areas in need of improvement are 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 SBE action. Depending on the nature of the stipulations, a focused review will take place within one to three years after the program is issued probationary approval.

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

e. **Denial of approval**-- The EPP/SAP falls below expectations on more than one standard. In this case, the EPP/SAP may no longer enroll new students and will be given guidance for working with currently 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/AP must work with candidates who are unable to complete the program within twelve months and provide options for transfer to another EPP/SAP. The EPP may not apply for conditional approval for at least three years from the date of denial.

C. Interim Review

The 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, and the TDOE may make approval status change recommendations. At the next comprehensive review, if necessary as determined by the TDOE, the EPP/SAP must present evidence regarding progress in identified areas in need of improvement.

D. Focused Review

A team composed of trained reviewers, including but not limited to TDOE staff, K-12 practitioners, EPP personnel and content experts will conduct a focused review of the standard(s) identified as falling below expectations during a comprehensive review. The focused review may be off-site or on-site, as determined by the TDOE. As a result of the review, the team may recommend continuation of full approval or denial of approval, and the TDOE may make approval status change recommendations

In the event that a program is subject to an interim review and focused review in the same academic year (August 1 – July 31), the review processes and teams will be combined.

E. 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. To the extent possible, the TDOE will collect data through internal data systems. EPPs will be given the opportunity to review and verify data generated by the TDOE. Requirements for specific metrics and data to be compiled and provided to the TDOE by the EPPs as part of the annual reporting process will be provided to EPPs through guidance from the TDOE.

Annual reports will provide information to EPPs regarding the performance of the provider and specialty area programs or clusters of programs. Once annual reports are well-established and formalized, they may be provided to external stakeholders. These reports will be used to demonstrate evidence that programs are meeting expectations as defined by the SBE.

The criteria below outline the annual reporting expectations for either approval pathway (state-managed or CAEP accreditation). 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 SBE regarding the ongoing collection and analysis of evidence against established benchmarks.

As outlined below, annual reports will include two major components, EPP and SAP updates and metrics.

1. **EPP and SAP Updates**
   a. **Substantial Changes:** The EPP will report on substantial changes to the approved EPP or SAP(s), including changes to accreditation status, 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.
   b. **Contact Information:** The EPP will report on primary contact information, including verification of the designated head of the EPP and approved certification officers.

2. **Metrics:** The TDOE will be responsible for preparation of the annual reports. EPPs will be required to submit or verify the following data for the annual reports:
   a. **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).
   b. **Placement**[9] – The EPP will verify the number and percentage of candidates placed in Tennessee public schools in the three years immediately following program completion.
   c. **Retention**[10] – 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.
   d. **Completer Satisfaction** – The EPP will report or verify results from a completer satisfaction survey. Completers placed in Tennessee public schools will be surveyed within twelve months of program completion and again after the third year of teaching. EPPs may survey completers who are not part of the Tennessee public school system.
   e. **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. EPPs may survey employers who are not part of the Tennessee public school system.

[9] Reporting of placement rates is currently required by Tennessee Code Annotated.
[10] Reporting of retention rates is currently required by Tennessee Code Annotated.

f. **Completer Outcomes** – The EPP will verify on completer outcomes as measured by components, such as:
   i. Graduation rates
   ii. First time pass rates on required content assessments
   iii. Ability of completers to meet licensing requirements

g. **Completer Impact:** The EPP will verify individuals who should be included for completer performance as measured by components of approved Tennessee evaluation models (the report will provide data at the EPP and program level), including:
   i. The distribution of overall evaluation scores
   ii. The distribution of observation scores
   iii. The distribution of individual growth scores

h. **Stipulations (if necessary):** Until met, EPPs must address any stipulations cited in most recent comprehensive review.

III. Admission to Educator Preparation Programs

1. Each EPP offering licensure programs will develop and submit to the Tennessee Department of Education a description of its admissions procedures, taking into account requirements appearing in Tennessee Code Annotated § 49-5-5610, and the CAEP standards and requirements listed below. The description should include procedures that will be used to admit candidates through an appeals process.

2. The admissions process will specify the point at which the candidate is fully admitted to the licensure program. EPPs will notify candidates in writing regarding their admission to the licensure program.

3. Candidates enrolling in baccalaureate and post-baccalaureate programs must have a minimum grade point average (GPA) of at least 2.75. Post-baccalaureate candidates may also be admitted with a 3.00 GPA in the last 60 credit hours of a completed baccalaureate degree.

4. Candidates for admission to baccalaureate-level licensure programs must present a qualifying score on a nationally-normed ability/achievement assessment. The table below lists approved assessments and the corresponding qualifying score.

ment	ing Score
I: Core Academic Skills for Educators	roved by the SBE. See SBE Policy: sional Assessments for Tennessee Educators (5.105)

5. Candidates for admission to post-baccalaureate licensure programs must present evidence of a baccalaureate degree from a regionally accredited IHE. In addition, candidates for admission to post-baccalaureate initial licensure programs that include job-embedded clinical practice must hold an undergraduate major in the endorsement content area[11] or demonstrate content proficiency by submitting qualifying scores on the required content assessment(s).

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 candidates admitted to educator preparation programs, and (2) the number admitted on appeal.

IV. Clinical Experiences

EPPs must adhere to all admissions requirements stipulated in Tennessee Code Annotated and rules and policies approved by the SBE. In addition, for each SAP, EPPs must offer a program of study aligned with relevant standards and clinical experiences, including at least one type of clinical practice.

Candidates shall successfully complete a program that includes clinical experiences (field experiences and clinical practice) in accordance with standards and procedures established by the SBE. All candidates should have several clinical experiences that reflect the breadth of the grade span and the depth of the content reflected by the endorsement for which the candidate is being prepared. In addition to field experiences, all candidates must complete at least one type of clinical practice.

Clinical experiences are defined as guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings.

A. Overview of Clinical Experiences

1. Field Experiences - Early and ongoing practice opportunities to apply content and pedagogical knowledge in PreK-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions.

2. Clinical Practice - Student teaching, internship or job-embedded opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate

[11] EPPs should develop guidelines for assessing how and whether the undergraduate major adequately addresses the specialty area standards. The TDOE will provide guidance regarding endorsement areas where post-baccalaureate programs may not be able to admit candidates based on an undergraduate major because it is unlikely that the content of the major adequately addresses the specialty area standards (e.g. Special Education – Comprehensive).

candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. There are three types of clinical practice.

There are three types of clinical practice: student teaching, internship, and job embedded.

Candidates enrolled in an educator preparation program that includes a student teaching or internship clinical practice shall have direct teaching experiences with students with diverse learning needs and varied backgrounds in at least two settings during the clinical practice.

Candidates enrolled in an educator preparation program that includes a job embedded clinical practice shall have experiences with students with diverse learning needs and varied backgrounds in at least two settings. These different experiences may be achieved by varying the settings of the field experience and clinical practice.

B. Types of Clinical Practice

Student Teaching: The student teaching clinical practice is a planned semester of at least 15 weeks that includes full day teaching and observation activities.

1. Prior to entering the student teaching clinical practice, 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. Candidates completing student teaching clinical practice shall have direct teaching experiences with students with diverse learning needs and varied backgrounds in at least two settings.

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 candidates during the student teaching clinical practice. In exceptional cases, candidates 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 clinical practice provided: (1) the course does not interfere with the candidate's full participation in all activities associated with student teaching and (2) no other opportunity exists for the candidate to take the course before completion of the educator preparation program.

4. Cooperating teachers shall assume mentoring roles and direct, in cooperation with EPP faculty mentors, the activities of student teachers in the classroom.

5. The performance of candidates completing student teaching clinical practice 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.

EPPs will develop requirements for completion of student teaching clinical practice and outline the causes and procedures by which the clinical practice can be terminated.

Internship – The internship is a full school year of clinical practice.

1. Candidates completing an internship clinical practice shall spend more than half of the school year (approximately 100 school days) in direct teaching activities. The internship may include classroom teaching, observation, coursework, seminars, and planning and shall occur primarily in the school setting; the internship may occur in either public schools or other state approved schools. Candidates shall have direct teaching experiences with students with diverse learning needs and varied backgrounds in at least two settings.

2. Candidates completing an internship clinical practice shall have regular and frequent contact with a team of mentors, both EPP faculty and PreK-12 teachers, throughout the school year. PreK-12 teachers shall assume mentoring roles and, in cooperation with EPP faculty mentors, direct the activities of the interns in the classroom.

3. Candidates completing an internship clinical practice shall be supplemental to the existing staff in the schools in which they are located.

4. The performance of candidates completing an internship clinical practice shall be evaluated by a team composed of teacher mentors, EPP faculty mentors, and principals or their designees.

5. Candidates who successfully complete a full school year internship clinical practice and hold a practitioner license shall receive credit for a year of teaching experience. In this case, the internship shall count as one full school year (10 months) on the state pay scale. The salary or stipend paid to a candidate, if any, may be less than the regular salary on the state salary schedule.

6. EPPs will develop requirements for completion of internship clinical practice and outline the causes and procedures by which an internship can be terminated.

Job-Embedded: The job-embedded clinical practice is a full school year following completion of a baccalaureate degree whereby candidates are inducted into the teaching profession while serving as a teacher of record.

1. Candidates completing a job-embedded clinical practice shall spend more than half of the school year (approximately 100 school days) in direct teaching activities. The job-embedded clinical practice may include classroom teaching, observation, coursework, seminars, and planning and shall occur primarily in the school setting; the job-embedded clinical practice may occur in either public schools or other state approved schools. The candidates shall have direct teaching experiences with students with diverse learning needs and varied backgrounds in at least two settings. These different

experiences may be achieved by varying the settings of the field experience and clinical practice.

2. Candidates completing job-embedded clinical practice shall have regular and frequent contact with a team of mentors, both EPP faculty and PreK-12 teachers, throughout the school year. PreK-12 teachers shall assume mentoring roles and, in cooperation with EPP faculty mentors, direct the activities of the interns in the classroom.

3. The performance of candidates completing job-embedded clinical practice shall be evaluated by teacher mentors, EPP faculty mentors, and principals or their designees.

4. EPPs will develop requirements for completion of job-embedded clinical practice and outline the causes and procedures by which the candidate may become ineligible to complete the program.

C. Clinical Mentors and Site Selection

School-based Clinical Mentors: All candidates must have a clinical mentor.

1. EPPs will specify the selection process for mentors. At a minimum, educators 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; and
   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.

Clinical Site Selection: EPPs must use the following criteria to select clinical sites:

1. 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 TDOE Categories 1, 2, or 3. TDOE categories 4 and 5 schools are not acceptable placement sites.

2. 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, and
   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.

V. Standards for the Educator Preparation Provider

All providers must be approved by the SBE to prepare educators in Tennessee. Providers must elect one of two pathways to be granted approval in Tennessee:[12]

- Achieve national accreditation through a review conducted by CAEP.
- 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 annual reporting requirements will be the same as those required for national accreditation; however, Tennessee may require additional components.

All EPPs must ensure that all programs designed for licensure adequately address the general education standards, professional education standards and relevant specialty area standards (as defined in this policy).

In order to meet general education requirements, programs may:

- Require a baccalaureate degree for admission to the program and ensure that all general education standards have been adequately addressed, or
- Develop a program of study that adequately addresses the general education standards.

In order to meet professional education requirements, programs must develop a program of study aligned to the professional education standards.

In order to meet specialty area program requirements, undergraduate programs must ensure that candidates complete coursework to demonstrate competency in the content area standards and accompanying specialty area content-related pedagogy.

In order to meet specialty area program requirements, post-baccalaureate programs must verify that candidates have adequate content knowledge. Candidates may meet this expectation with an undergraduate major in the content area of the endorsement or with a qualifying score on the required content assessment(s).

All EPPs will report to the TDOE the process and criteria by which candidates enrolled in post-baccalaureate programs are deemed to be making adequate progress toward program completion. EPPs will report to the TDOE any candidate who holds a practitioner license and fails to make adequate progress towards completion of program requirements. This includes any candidate who is no longer enrolled in the preparation program. The TDOE will make this candidate status available to LEAs.

[12] 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.

A. Standards for General Education

EPPs shall require candidates to meet general education standards. The general education core curriculum should constitute approximately half of the semester hours [13] required to complete the baccalaureate degree.

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. 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.

[13] The 120 credit model is based on requirements for SACS accreditation. Programs that require more than 120 credit hours should appropriately adjust the required credits for general and professional education to be in alignment with programs that require 120 credits.

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.

B. Standards for Professional Education

All teacher candidates complete studies in professional education. Through delivery of instruction and clinical experiences, EPPs will provide the 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.

Prior to beginning clinical practice, candidates enrolled in post-baccalaureate programs should complete an orientation component that, at a minimum, includes substantial training to address the professional education standards. If a candidate is not able to complete the orientation component prior to beginning a job-embedded clinical practice, the program must ensure that

orientation is completed no more than three months following the beginning of the job-embedded clinical practice. If a candidate does not complete this requirement, the program must report them to the TDOE as not making adequate progress toward program completion. As part of the program approval process, post-baccalaureate programs must submit a scope and sequence document that outlines how candidates will be exposed to the professional education standards prior to engaging in clinical practice.

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. The professional education standards should be addressed throughout coursework and related clinical experiences.

2. Courses that address the professional education standards may include some of the performance standards for specific subject or grade-level endorsements.

3. All preparation programs must include training to support candidates' readiness to deliver instruction informed by Response to Instruction and Intervention Framework (RTI^2). Candidates not seeking endorsement in Special Education should be prepared to deliver instruction and intervention at the Tier I and II levels.

4. 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 THEC.

In addition to the InTASC standards, Tennessee student academic 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.

C. Standards for Specialty Areas

Most specialty areas are associated with a national specialized professional association (SPA) or other accrediting body that present standards reflecting the knowledge and skills that educators prepared in that area should possess (see Appendix B). Educators should be prepared to deliver instruction that enables students to master Tennessee Student Academic Standards. Programs should ensure that candidates master the content covered in the areas for which they are

prepared to teach. EPPs should align coursework, clinical experiences, and candidate assessment systems to appropriate standards for each specialty area.

All EPPs must require that candidates demonstrate content knowledge in the specialty area. The two options for meeting this requirement include:

- approximately 36 semester hours in the content area; or
- qualifying scores on the relevant, required content assessments.

The following pages contain more information related to each specialty area. Included is a brief description of the role of an educator prepared in noted area, examples of appropriate standards to which providers may choose to align the SAP, and a brief set of program implementation standards related to the specialty area.

LITERACY STANDARDS

Early and Elementary Endorsements (Early Development and Learning Pre-K-K; Special Education Early Childhood PreK-3; Early Childhood PreK-3; Pre-K-3; Elementary Education K-5)

Standard 1 Content Knowledge
Educator candidates understand and implement standards- and research-based knowledge and practices that enable all students to become proficient, motivated and independent readers and writers, and learners as they build and share knowledge through their reading and writing.

Standard 1: Content Knowledge is grounded in building knowledge of (a) students' literacy development from birth through high school; (b) students' cultural and linguistic histories and experiences and how those experiences impact their literacy development; (c) instructional practices that are developmentally appropriate across the age spans, and (d) the Tennessee English Language Arts Standards (Tennessee State Board of Education, 2016b), and the Tennessee Early Learning Standards (Tennessee State Board of Education, 2012a). These standards for teacher preparation are informed by related disciplinary and role-related standards (including standards from the International Literacy Association, the National Council of Teachers of English and the International Dyslexia Association). Standard 1: Content Knowledge also reflects current and ongoing research on effective literacy practices (Gambrell & Morrow, 2015).

> Educator candidates must be able to describe the cognitive, linguistic, motivational and sociocultural foundations of reading and writing development, including oral language (speaking and listening), and the reciprocal relationship between reading and writing. They must develop understandings of research-based practices that foster equitable learning opportunities and the success of all students, including students with learning disabilities, students whose primary language is not English, and students who are gifted. They must develop understanding and valuing of student diversity, and respect for all forms of diversity while developing knowledge of developmentally appropriate practices that capitalize on students' diverse background experiences. They must develop their content and pedagogical knowledge of literacy instruction that builds on students' strengths while meeting the full range of students' needs, and be able to apply that knowledge in the classroom.

Developing this content and pedagogical knowledge enables educator candidates to build all students' capacity to acquire and apply 21st century literacy skills; to access, evaluate, and synthesize information across all academic domains; and to prepare successfully for postsecondary education and the workforce (Isaacs, 2008; Lesnick, Goerge, Smithgall, & Gwynne, 2010; Tennessee State Board of Education, 2016b).

Educator candidates must demonstrate the knowledge and skills required to identify and understand the varying strengths and needs of all students in various textual contexts. They must provide the necessary supports to enable all students to become proficient, motivated, and independent readers, writers and learners. Educator candidates should utilize their content and pedagogical knowledge to build on students' strengths while meeting the full range of students' needs.
The specific areas of educator candidate knowledge and skills are delineated in the following sections.

Preparation standards corresponding to the Tennessee English and Language Arts standards are addressed in items 1.2 through 1.8; these standards in particular describe expected student outcomes that educator candidates must understand and be prepared to achieve.

1.1 Content Knowledge

Educator candidates must demonstrate their knowledge of theoretical and research-based instructional practices related to students' literacy development, language acquisition, reading, writing, and communication, including knowledge of:

- cognitive, linguistic, motivational and sociocultural foundations of reading, writing, speaking, and listening development;
- students' literacy development from birth through high school;
- students' cultural and linguistic (e.g., different dialects, languages other than English) histories as a resource for literacy development and instruction;
- developmentally appropriate instructional practices that are responsive to diversity of all forms and that support equitable learning opportunities and success of all students;
- oral language as a basis for reading development, including knowledge of students' dialect or different language characteristics, and language processing skills (including phonology, orthography, syntax, semantics, and discourse level skills);
- word level skills, vocabulary knowledge and acquisition, and knowledge of text craft and structure (including literary, persuasive, and informational);
- ways to traverse diverse and complex texts, including traditional print texts and digital texts, selecting texts that are representative of diverse cultural and linguistic experiences of students; and
- how to integrate knowledge and ideas across texts, through reading comprehension of texts, when composing texts, and when demonstrating understanding through speaking and writing.

1.2 Word Level Skills

Educator candidates must demonstrate mastery of the skills students need to be taught (e.g., spoken words, sounds and syllables) and are able to teach students how to employ the many components of word level skills, including:

- oral language awareness – ways in which oral language is developed and engaged across the disciplines and in daily life;
- the organization and basic features of print - including orthography, syntax, discourse structure.
- phonological awareness – sound articulation and pronunciation, spoken words, onset and rime, syllables and sounds (phonemes);
- phonics and word recognition - understanding of letter-sound knowledge and alphabetic understanding, phonic/structural analysis elements along a continuum for decoding when reading grade-level phonics, and word analysis skills when decoding isolated words and in connected text, regular word reading, irregular word reading and reading in decodable text; phonics and word recognition - understanding of letter-sound knowledge and alphabetic understanding, phonic/structural analysis elements along a continuum for decoding when reading grade-level phonics, and word analysis skills when decoding isolated words and in connected text, regular word reading, irregular word reading and reading in decodable text;
- word composition - encoding when writing: grade-level phonics and word analysis skills when encoding words, including writing legibly;

- advanced word study - understanding morphology, syllabication, study of word parts, regular word reading, irregular word reading, entomology, Greek and Latin roots, and inflectional endings; and
- fluency - reading with sufficient automaticity, pacing, prosody (e.g., intonation, tone, stress, rhythm), and accuracy to support comprehension across the disciplines.

1.3 Vocabulary Knowledge and Acquisition
Educator candidates prepare students to:

- determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate, to support comprehension of connected text;
- comprehend figurative language, word relationships, and nuances in word meanings and employ them in writing;
- acquire and accurately use general academic and domain-specific words and phrases necessary for comprehension, discussion, and writing about complex texts, and that meet the demands for reading, writing, speaking, and listening in post-secondary and the workforce;
- develop independence in acquiring vocabulary knowledge when considering a word or phrase important to comprehension or expression;
- interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone; and
- develop a broad expressive vocabulary and apply vocabulary words with precision in both oral and written settings to more accurately convey meaning and interest.

1.4 Craft and Structure of the Language of Texts (including print, visual, multimodal, and digital texts)
Educator candidates prepare students to:

- apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening;
- recognize various text structures and employ specific comprehension strategies based on the unique demands of the text structure and organization;
- read closely and answer text dependent questions to determine what a text says explicitly and to generate logical inferences, and cite specific textual evidence when writing or speaking to support conclusions drawn from a text;
- determine central ideas or themes of a text and analyze their development; summarizing the key supporting details and ideas;
- analyze how and why individuals, events, and ideas develop and interact over the course of a text;
- analyze the structure of texts and how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene or stanza) relate to each other and the whole;
- assess how point of view and purpose shape the content and style of a text; and
- use understandings of the craft and structure of texts to convey ideas in writing for different purposes and audiences.

1.5 Range of Texts and Text Complexity
Educator candidates prepare students to:

- read and comprehend complex literary and informational texts independently and proficiently recognize various text structures and employ specific comprehension strategies based on the unique demands of the text structure and organization; and
- produce texts representing a range of text types (genre) and complexity for different purposes and audiences.

1.6 Integration of Knowledge and Ideas

Educator candidates prepare students to:

- integrate and evaluate content presented in diverse formats and media, including content presented visually and quantitatively, as well as in word form;
- delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence;
- analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes;
- integrate foundational skills and strategies within authentic reading and writing contexts; and
- make connections to reading and writing across the disciplines.

1.7 Comprehension and Collaboration

Educator candidates prepare students to:

- participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own ideas clearly and persuasively;
- evaluate a speaker's point of view, reasoning, use of evidence and rhetoric;
- understand information presented orally in a range of settings and from diverse speakers (e.g., directions, texts, presentations, and videos), and ask and answer questions;
- present information, findings, and supporting evidence such that listeners can follow the line of reasoning;
- ensure that the organization, development, and style of communication are appropriate to the task, purpose, and audience;
- make strategic use of texts, digital media, and visual displays of data to express information and enhance understanding of presentations; and
- adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.8 Writing

Educator candidates prepare students to:

- use conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing;
- understand the purpose (i.e., to communicate ideas to be understood by others) and subsequent formatting (e.g., formal, informal, creative, expository, etc.) for writing;
- understand that writing is a process involving actions such as brainstorming, revising, editing, and publishing, and not just a product;
- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;
- write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content;

- write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience;
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach;
- use technology, including the internet, to produce and publish writing and to interact and collaborate with others;
- integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism;
- draw evidence from literary or informational texts to support analysis, reflection, and research;
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences; and
- conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

Standard 2 Language and Literacy Rich Environment
Educator candidates understand that all students are capable of language development and literacy learning, that language and literacy learning are developmental processes, and each child develops in his/her literacy uniquely and at different rates through interaction across a range of language and literacy rich environments.

Educator candidates understand that environments that promote language and literacy rich environments for student language development and literacy learning can be found in a variety of contexts, including home, school, workplace, culture and local community. Educator candidates understand that their role is to provide instruction that takes advantage of multiple opportunities within and across language and literacy rich environments for students to acquire and practice literacy knowledge and practices in the context of interaction and relationships with others. Developmentally appropriate practice depends upon multiple forms of assessment in order to recognize each student's strengths and opportunities for growth within the social and cultural contexts in which they live and to help them grow in their language and literacy knowledge and skill.

Educator candidates:
2.1 Demonstrate and apply knowledge about individual development in language and literacy, including identifying and responding to the uniqueness of each student.

2.2 Demonstrate and apply knowledge of language diversity as a source of strength in society to be encouraged and not discouraged.

2.3 Identify differences between students progressing successfully toward literacy and those who are not progressing, including their personal experiences and dispositions (e.g., poverty, poor or unsuccessful experiences with reading), and their access to books and exposure to high quality instruction, and implement instruction responsive to these differences.

2.4 Use a range of texts, including print and digital, to provide a wide range of reading choices for students, and incorporate texts that represent students' existing knowledge, interests, and cultural diversity.

2.5 Incorporate disciplinary and instructional texts representing diverse students, multiple genres, perspectives, and media necessary to prepare all students for literacy tasks for the 21st century.

2.6 Establish literacy learning classroom environments that enable multiple classroom organizations, including those that support individual and collaborative learning, and promote peer-to-peer interaction.

2.7 Demonstrate the ability to help students participate as knowledgeable, reflective, creative, caring, respectful, and critical members of a variety of literacy communities (e.g., home, classroom, school, workplace, and community), and within globally and digitally connected communities.

2.8 Position students as knowledgeable and valuable contributors of information (e.g., cooperative speaking opportunities, brainstorming discussions) that allows all students to participate, regardless of their speaking or writing proficiency.

2.9 Utilize routines and structures that prompt frequent language interactions (e.g., turn and talks, quick writes).

2.10 Create a physical environment that presents varied language representations (e.g., images, charts, lists, poems) and that provides resources that support students' language and literacy development (e.g., anchor posters, word walls, picture or print dictionaries).

Standard 3: Curriculum and Instruction

Candidates must utilize a deep knowledge and understanding of language and literacy development to guide and inform effective instruction. Candidates use instructional approaches and materials in ways that guarantee full access to quality language and literacy experiences within an inclusive, interdisciplinary curriculum and differentiated instruction that supports all students' reading and writing outcomes. A high quality literacy curriculum is both language-rich and content-rich and this in turn, becomes the platform to promote professional knowledge and effective practices (Lesaux, 2010). Developing cohorts of teacher-experts places expert decision making at the heart of effective teaching in which teachers "have the skills, knowledge, and judgment to make good decisions and are given the opportunity to use them"(Isaacs, 2008; National Association for the Education of Young Children, 2009).

Standard 3: Curriculum and Instruction emphasizes the need to prepare educators who build upon a deep understanding of literacy that is intimately connected to pedagogical decisions about literacy teaching and learning, understandings about students and their literacy development, and literacy assessment. This standard converts the content knowledge in Standard 1 with an emphasis on Tennessee English and Language Arts Standards, into instruction (Tennessee State Board of Education, 2016b). Educator candidates must have an understanding of curriculum and instruction sufficient to select, adapt, invent, and enact the most effective instructions and interventions that are responsive to cognitive, social, cultural, and linguistic strengths and needs of students. They must possess the ability

to engage in a continuous cycle of literacy instruction and assessment such that they are able to constantly guide and facilitate differentiated instruction according to their ongoing understanding of a student's strengths and needs.

Candidates have a basic understanding of pre-K- 12 curriculum and in-depth knowledge of the grade spans which the educator will be certified to teach. They will develop knowledge of curricula and instructional practices that have vertical alignment across grades and horizontal alignment within grades to ensure a comprehensive approach to literacy skills, strategies, and knowledge development. They must develop knowledge and use of a wide range of instructional approaches that support students' acquisition of skills and strategies and content knowledge, as defined in the Tennessee academic standards.

Educator candidates:
3.1 Use content knowledge about literacy to support literacy instruction and assessment that incorporates all students' literacy strengths and needs.

3.2 Set measurable and explicit goals for literacy according to knowledge about each student.

3.3 Provide differentiated instruction that supports students' strengths while addressing their instructional needs.

3.4 Make evidence-based judgments, including what has not been working for a student (anticipating learning difficulties) and what might work more successfully toward helping each student become more literate.

3.5 Implement curriculum that is comprehensive within and across grades insuring vertical and horizontal alignment with expected literacy outcomes for students.

3.6 Enact evidence-based instructional practices (e.g., interactive think-aloud and modeling, asking varied and high quality questions, scaffolding within gradual release of teacher responsibility procedures) that build a wide range of strategies for comprehending, interpreting, evaluating, and appreciating texts while promoting motivation and active engagement in reading and writing.

3.7 Enact evidence-based instructional strategies (e.g., scaffolding the writing process) and practices that help students employ a wide range of strategies to write and communicate effectively with different audiences for a variety of purposes.

3.8 Enact evidence-based instructional strategies that teach and reinforce reasoning, strategic problem-solving, and metacognition within reading and writing.

3.9 Analyze texts for complexity, quality, and alignment to instructional goals and student readiness; select a wide range of appropriately complex texts.

3.10 Engage and support students in reading a wide range of complex texts in print, digital, an multiple media format.

3.11 Engage students appropriately with disciplinary texts so that they are able to critically evaluate key ideas and details, work with the varying craft, structure, and complexity of disciplinary texts, and integrate knowledge and text details.

3.12 Create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students with particular attention to students' diverse cultural and linguistic resources.

3.13 Provide appropriate and differentiated language and literacy instruction for children whose first language is not English so that they can be successful academically (e.g., develop understanding of the content across the curriculum) while they learn English

3.14 Employ instructional grouping arrangements (e.g., individual, pairs, small groups, whole group, ability based, interest, instructional need) in ways that maximize student's growth in literacy

Standard 4: Assessment and Evaluation

Educator candidates must understand the different purposes for assessment (e.g., to understand a student's strengths and needs, plan instruction, evaluate learning) as they relate to a range of assessment tools and practices. They must be able to select and differentiate assessment tools for various literacy purposes (including screening, diagnostic, formative, and summative) and accurately administer and interpret assessment results in order to provide effective reading and writing instruction that promotes overall student success. They must understand how assessment informs the data-based decision making process and how to instruct and intervene for student progress. They must understand that assessment is used for prevention and early intervention and that as assessment informs daily instruction, it allows for adjustments that avert student failure.

Candidates must achieve a balanced approach to assessment that informs balanced instructional practices that address multi-faceted learning needs of developing readers (Lesaux, 2010). A comprehensive approach to assessment includes an assessment of both print-level skills (i.e., alphabet knowledge, phonological skills, concepts about print, phonics and decoding, and fluency) and knowledge or meaning-based skills (i.e., oral language skills, vocabulary knowledge, conceptual knowledge, comprehension, and writing).

Educator candidates must understand the multiple tools for assessment and their appropriate use for determining all students reading progress in the core curriculum. Educator candidates must know how to make explicit connections between student data and appropriate instructional decisions. Additionally, they need to understand how to determine criteria for students at risk of school failure (e.g., students below the 25th percentile). Educator candidates need to understand the RTI^2 data based decision-making procedures, including the RTI^2 decision making process about core instruction and different levels of targeted and intensive interventions. They need to understand the purpose of Tiers II and III and how they are designed to provide instruction that is different from, but supportive of Tier I instruction.

Educator candidates need to know how to implement assessments designed for progress monitoring. Educator candidates must understand how to make instructional changes based on progress

monitoring, including changing the frequency of an intervention, changing intervention materials or providers, or even changing in the time of day of the intervention. All educator candidates must be knowledgeable about the varying roles, expertise and services provided at all levels of the RTI^2 framework in order to fully participate in the RTI^2 vision and implementation.

Educator candidates:
4.1 Describe how literacy assessment connects to and supports planning appropriate and differentiated instruction within the classroom and within the RTI^2 framework.

4.2 Select and implement literacy assessment and evaluation tools appropriately and for different purposes (e.g., screening, diagnostic, curriculum based, progress monitoring, formative or benchmark, and summative or outcome) to inform literacy instruction and intervention.

4.3 Select and implement valid, reliable, and appropriate assessments to obtain information on student language acquisition and literacy development; select assessments that are free from explicit or implicit cultural bias assessments.

4.4 Select and implement assessments that recognize students' multiple ways of communicating their knowledge and understandings (e.g., drawing or sketching coupled with student interviews to assess text comprehension).

4.5 Select and implement diagnostic assessments to identify students' literacy strengths and needs in areas of knowledge and vocabulary development, text comprehension, and skill and strategy development.

4.6 Analyze students' cultural and experiential differences through a critical analysis of diagnostic data to identify what students understand about the literacy tasks, such as comprehending texts, and how they come to those understandings (information and strategies they are using).

4.7 Interpret literacy assessment data effectively in order to reflect upon, design, and re-design instruction and interventions according to the data. This includes making data-based decisions about providing explicit, systemic instruction with carefully applied scaffolds that are appropriate to address identified instructional goals.

4.8 Communicate and present literacy assessment information effectively, in oral and written form, to various audiences (e.g., other professionals, administrators, students, and parents).

4.9 Communicate and collaborate effectively with peers, assessment team members, reading and other specialists to select appropriate assessments and interpret data to inform instructional planning for students experiencing literacy difficulties.

4.10 Communicate and collaborate effectively with reading and bilingual specialists to design, implement, and interpret data from appropriate assessments for English Learners

Standard 5: Professional Learning and Leadership
Candidates recognize the importance of, demonstrate, facilitate, and lead professional learning and

leadership within professional learning communities as a career-long culture of practice. Professional learning communities are created with the goal of gaining knowledge and are designed to increase both personal and group performance through a collective work effort, sharing information and experiences, and regular collaborative interactions (Elmore, 2004; Ingersoll, 2004; Wagner, 1998).

Standard 5: Professional Learning and Leadership Standard is based on the idea that the most effective literacy educators are those who continuously update their knowledge about literacy and literacy instruction. The most effective professional learning about literacy occurs in professional learning communities. Professional learning communities provide opportunities for educators to come together to continuously improve, share responsibility, and create consensus around literacy goals. Professional learning communities provide multiple opportunities for educators to engage in leadership that involves capacity building, advocacy, and the creation of support systems for professional learning about literacy. Professional learning around literacy thrives when its outcomes are aligned with educator performance and student curriculum standards (Risko & Vogt, 2016; Tennessee State Board of Education, 2012b).

Educator candidates:
5.1 Engage within professional learning communities in evidence-based inquiry and decision making grounded in theories of literacy and literacy practices.

5.2 Critically evaluate and use relevant research to collaboratively plan, differentiate, and evaluate literacy instruction within grade-level and/or subject matter teams.

5.3 Engage in professional learning that is inclusive and collaborative, and focused on building relationships with students, parents, teachers and others in the community around student literacy strengths and needs, out of school experiences, and literacy activity.

5.4 Should be prepared to participate in professional learning about literacy that is job-embedded, builds trust, and empowers teachers and others.

5.5 Should be prepared to self-direct their own professional learning by generating questions and identifying problems for further study, and setting their own personal goals.

5.6 Should be prepared to engage in a reflective cycle of professional learning, utilizing constructive feedback for continuing professional growth.

5.7 Engage in professional learning based on their professional questions, their content and/or literacy expertise as well as their leadership and communication skills.

5.8 Implement and assess professional learning with regard to alignment of curricular outcomes in literacy as well as educator performance and student achievement with curriculum standards in literacy.

PROGRAM IMPLEMENTATION STANDARDS IN LITERACY

1. All early and elementary preparation programs must include clinical experiences that are mentored by qualified literacy teacher educators and that provide candidates with literacy

teaching experiences with whole class, small group, and one-to-one instruction and community and family-based programs. Upon completion of the literacy course work and clinical experiences, educator candidates are able to apply literacy practices flexibly to advance the literacy learning of all students toward attainment of grade level standards and post-secondary and workforce readiness.

STANDARDS ACROSS THE ROLES

The department is directed to develop differentiated expectations for each of the standards and their components. Based on the function of the role, the standards should indicate the level of knowledge and application that is expected for each educator category. Differentiated expectations should be developed as quickly as possible to support providers' revisions to existing program components and development of new program components for endorsement and licensure areas that were not previously required to address literacy standards.

Literacy Standards for Instructional Leader Preparation

Instructional Leader Candidates:

1. Demonstrate a foundational understanding of content and pedagogical knowledge of literacy instruction in order to cultivate a literacy rich environment.

2. Demonstrate a foundational understanding of the impact and process of literacy acquisition and child development as it relates to the uniqueness of each student (e.g. culture, socioeconomic status, ability) and be able to support instruction that responds to these differences.

3. Create and support a school culture and environment that:
   a. Sees language diversity as a strength,
   b. Values and uses diverse literacy resources, and
   c. Provides all readers with access to highly effective teachers.

4. Through a shared vision, collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement.

5. Employ effective human and fiscal resources that align to the shared vision and evidence-based goals related to literacy.

6. Modify scheduling, staffing, and instructional groupings as a means to maximize student growth in literacy.

7. Identify purposeful and appropriate data-driven assessments based on student literacy data and demonstrate an understanding of how to support implementation of appropriate interventions.

8. Use, and recognize the importance of, outcome data in developing and implementing school structures and policies that support student growth in literacy. Specifically, leaders should be prepared to facilitate teams in the analysis and interpretation of relevant literacy data to inform decision making (e.g., intervention selection, intervention placement, professional development

goals, etc.)

9. Support the development and planning of professional learning activities that are grounded in effective practices of literacy.

10. Ensure professional learning opportunities for educators related to literacy are grounded in formative and summative data, differentiated, builds capacity of all educators, and are on-going and sustainable.

Program Implementation Standards for Instructional Leader Preparation

1. Beginning July 1, 2019, all instructional leader preparation programs must explicitly require candidates to demonstrate acquisition of the knowledge and skills necessary to improve3 literacy outcomes for all students during clinical practice.

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 Academic Standards and/or relevant specialty area standards.

Implementation Standards

1. EPPs 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. EPPs provide focused study of the teaching of reading and may include such study in the major or in the professional education core.

4. EPPs 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 field experiences prior to clinical practice. 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. Clinical practice placements may be in sites sponsored by education agencies, other public agencies, or state licensed private agencies. All sites are evaluated continually by the EPP to assess their appropriateness and quality as clinical practice sites. Candidates are supervised by cooperating teachers or other licensed professionals who are qualified and experienced in their fields. Candidates complete clinical practice in infant/toddler or pre-kindergarten, and kindergarten placements. If the candidate is in a job-embedded clinical practice, the setting of the field experience and the clinical practice must be varied.

6. EPPs 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 clinical practice 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. 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. 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 Academic Standards and/or relevant specialty area standards.

Implementation Standards

1. 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.

2. EPPs offer teacher candidates clinical practices in both birth through age 4 and kindergarten through grade 3 (to the extent possible). Candidates who do not have a clinical practice 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 clinical practices are approved as part of the regular educator preparation program approval process. All sites are evaluated continually by the EPP to assess their appropriateness and quality as sites for clinical practice. Teacher candidates are supervised by cooperating teachers or other licensed professionals who are qualified and experienced in early childhood programs.

3. EPPs provide focused study of the teaching of reading and may include such study in the major or in the professional education core.

4. EPPs may develop joint licensure programs in Early Childhood Education PreK-3 and Special Education Preschool/Early Childhood Education PreK-3.

5. 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 a clinical practice involving both birth through age 4 and grades kindergarten through 3.

Elementary Education
(Endorsement in Elementary Education K-5)

Tennessee supports elementary (K-5) EPPs that enable teacher candidates to meet the academic and developmental needs of all students. The standards for elementary education (K-5) provide educator 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 clinical 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 Academic 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 clinical 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 Academic 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:
   - a major in a single discipline (English/language arts, mathematics, science, or social studies);
   - 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, and social studies); or
   - 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, candidates have clinical experiences——in a variety of instructional patterns, including teaming, departmentalization and self-contained in the content areas for which they are being prepared.

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 Academic 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 PreK-12 and 6-12 Arabic, Chinese, French, German, Greek, Japanese, Latin, Russian, Spanish, and other world languages)

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 Academic 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. Candidates seeking PreK-12 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 seeking PreK-12 endorsement will complete a clinical practice 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 clinical practice opportunities in the target language at the elementary level, then the entire clinical practice 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 6-12)

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 Academic 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 6-12, Chemistry 6-12,
Physics 6-12, and Earth Science 6-12)

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 Academic 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 major in a single science, i.e., biology, chemistry, physics, or earth science (geology);
   - an interdisciplinary major in science that includes the equivalent of a minor in two of the four disciplines;
   - a cross-disciplinary major including a science and another appropriate, related discipline, such as, physics and math; or
   - a cross-disciplinary major to include STEM (science, technology, engineering, mathematics) areas.

2. Candidates 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 Academic 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 major in a single social science;
   - a major in a single social science plus a minor, leading to dual endorsement;
   - an interdisciplinary major in social science that includes the equivalent of a minor in two social sciences leading to dual endorsement; or
   - 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 6-12)

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 Academic 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 clinical practice 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 Academic 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. EPPs 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 of higher education 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 Academic Standards and/or relevant specialty area standards.

Implementation Standards

1. Institutions of higher education may require more than 120 semester hours for the program in order to meet the standards of national professional organizations.

2. EPPs 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.

The intent of these performance standards is to support educator preparation programs having a comprehensive program of study that integrates the general education core, professional education, theatre content, and a variety of clinical 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 Academic 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. Candidates have field experiences 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. Candidates have clinical practice at the elementary (K-5) and middle and secondary (6-12) grade levels. If it is not possible to find theatre clinical practice opportunities in theatre in elementary grades, then the entire clinical practice 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 Academic Standards and/or relevant specialty area standards.

Implementation Standards

1. Candidates must have field experiences 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 candidate's knowledge and skills, an educator preparation provider may consider the following: prior coursework, 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 Interventionist (K-8)
- Special Education Interventionist (6-12)
- 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. EPPs may offer opportunities for candidates to complete two endorsements while completing requirements for initial licensure within a program that includes a clinical practice. Examples include modified and comprehensive endorsements as well as comprehensive and early childhood endorsements. Other combinations of endorsements may also be possible. The clinical practice must provide the candidate with opportunities in both endorsements.

3. EPPs 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 relevant 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 include the relevant specialty area standards.

Implementation Standards

1. EPPs offer well-integrated clinical experiences in multiple settings, involving children of various ages and abilities. EPPs offer field experiences with pre-kindergarten and school age children in a variety of settings (e.g. 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. Field experiences are offered prior to clinical practice.

2. EPPs 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 and Instruction (RTI^2) 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^2 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 include the relevant specialty area standards.

Implementation Standard

1. EPPs offer well-integrated field experiences involving candidates in a variety of settings including regular, consultant, and resource settings. Field experiences are offered prior to the clinical practice. 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 include the relevant specialty area standards.
Implementation Standards

1. EPPs offer well-integrated field experiences involving candidates in a variety of settings including regular, consultant, and resource settings. Field experiences are offered prior to the clinical practice. 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 include the relevant specialty area standards.

Implementation Standards

1. EPPs offer well-integrated field experiences involving candidates in a variety of settings including regular, consultant, and resource settings. Field experiences are offered prior to the clinical practice. 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 include the relevant specialty area standards.

Implementation Standards

1. EPPs offer well-integrated field experiences involving candidates in a variety of settings including regular, consultant, and resource settings. Field experiences are offered prior to the clinical practice. 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 SBE. 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 include the 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 specialty area program in speech-language 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 practice that include appropriate experiences for learning job responsibilities and workplace practices. Clinical practice—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 Academic 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 clinical 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 Academic 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 Academic 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. EPPs may offer an ESL program as an additional endorsement program even if they do not offer the program for initial licensure.

4. EPPs will offer a clinical practice of at least 30 clock hours in English as a second language settings; the clinical practice 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 clinical practice.

5. Supervision of the clinical practice may be addressed by collaborative arrangements among institutions with English as a second language programs, other institutions with educator 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 clinical experiences.

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 Academic Standards and/or relevant specialty area standards.

Implementation Standards

1. EPPs 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 Academic Standards and/or relevant specialty area standards.

Implementation Standards

1. EPPs 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 clinical practice 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 Academic 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. EPPs 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 SBE in accordance with the Educator Preparation Policy and Procedures adopted by the SBE. 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. EPPs with approved preparation programs for school counselors work in collaboration with local school systems in the planning and delivery of preparation programs.

3. EPPs 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 EPP, 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. EPPs offering approved programs in school counseling develop and submit to the TDOE 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 SBE in accordance with the educator licensure and program approval policies adopted by the SBE. 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 stud

2. EPPs 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 EPP 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. EPPs 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 EPP 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 earning 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 and 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. IHEs 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. IHEs 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 m a y 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 competence and the positive value of the program to community.

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 SBE 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 Skills USA-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.

VI. Appendices

Appendix A

Eligibility Requirements

(Adapted from the CAEP Eligibility Requirements)

To be eligible for conditional approval to provide 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 below in the Non-IHE provider section.

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 (EROs and LEAs) must provide the following:

1. Non-IHE providers must submit evidence of financial stability. This may be achieved in one of two ways:
   a. If a prospective EPP has been in operation for at least three years, the EPP must submit 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 state approval. 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.
   b. If a prospective EPP has been in operation for fewer than three years, the applicant may submit evidence demonstrating financial viability to refund program costs incurred by

candidates, districts or schools for any candidate that is not provided the opportunity to complete preparation. This requirement may be met by filing with the department, prior to being issued conditional approval, financial information verifying the prospective EPP has the ability to pay an aggregate amount equal to the amount of program costs expected to be incurred by candidates, districts or schools. The prospective EPP may comply with this requirement by filing a surety bond payable to the state from a surety, and in the amount equal to or greater than the aggregate amount of program costs expected to be incurred by candidates, district or schools. Once conditional approval is issued based on this option, the approved EPP will be required annually to submit clean independent audits of a full set of financial statements of the legal entity offering educator preparation programs until full approval is achieved. The department maintains the right to rescind approval issued under this option at any time the EPP is unable to meet this obligation. The department may consider other types of evidence that meet the same burden of proof.

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. Prospective EPPs without a financial track record must provide the 990 Form (for nonprofits) or corporate income tax returns in the subsequent year with the submission of the audit findings.

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 team will review this documentation and submit a report to the EPP and, as appropriate, CAEP detailing its findings.

Appendix B
Educator Preparation Provider (EPP) and Specialty Area Standards (SAP)

A. EPP Standards

Program Level	Preparation Standards	Website
Initial Programs Advanced Programs	CAEP Standards for Initial Programs CAEP Standards for Advanced Programs	CAEP

B. Specialty Area Standards

Endorsement Area	Preparation Standards	Website
Early Development and Learning PreK-K Early Childhood PreK-3	NAEYC Standards for Early Childhood Professional Preparation See Standards Menu	NAEYC
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	NCTM AMLE

	Preparation See 2012 Approved Standards	
Science 6-8	NSTA Pre-service 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 AMLE Standards for Middle Level Teacher Preparation See 2012 Approved Standards	NCSS 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 Standards by Grade Band and Topic	NSTA
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 K-12 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
Special Education Core	CEC Initial Level Special Educator Preparation Standards	CEC
Special Education Preschool/ Early Childhood PreK-3	CEC Initial Level Special Education Early Childhood	CEC Initial & Advanced Specialty Sets
Special Education Interventionist K-8 Interventionist 6-12	CEC Initial Level Learning Disabilities CEC Initial Emotional and Behavior Disorders	CEC Initial & Advanced Specialty Sets
Special Education Comprehensive K-12	CEC Initial Level Individual General & Independence Curriculum Combined CEC Initial Developmental Disabilities and Autism	CEC Initial & Advanced Specialty Sets
Special Education Vision PreK-12	CEC Initial Level Blind & Visually Impaired CEC Initial Deaf/Blind	CEC Initial & Advanced Specialty Sets
	CEC Initial Level Deaf & Hard of Hearing	CEC Initial &

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

Appendix C
Partnerships

All EPPs are required to establish state-recognized partnerships with each LEA where enrolled candidates will complete any aspect of clinical experiences. 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:

1. Establish the roles and responsibilities of EPP faculty and LEA staff, including clinical mentors and supervisors.

2. 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 D
Sample Evidence for Conditional Review

Tennessee Sample Evidence Collection Format - Matrix

CAEP Standards		***Template***	***Required Evidence***	**Accompanying Narrative**
1.1	*InTASC Standard 1*			
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*	*√*	*Alignment Matrix based on Appropriate Standards; Candidate Assessment System (overall architecture and instruments)*	limit 5,000 words (EPP) limit 2,000 words per SAP
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*			
2.2	*Clinical educators*	*√*	*Description of the Clinical Requirements*	limit 5,000 words
2.3	*Clinical experiences*			
3.1	*Plan for Recruitment of Diverse Candidates*			
.2	*Admission Standards*			
3.3	*Additional Selectivity Factors*	*√*	*Recruitment and Selection Plan, Admission Criteria*	limit 5,000 words
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	[redacted]	
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 E
Sample Evidence for Comprehensive Review

Tennessee Sample Evidence Collection Format - Matrix

CAEP Standards		Template	Required Artifacts	Accompanying Narrative	Benchmark
1.1	InTASC Standard 1				
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	√	Alignment Matrix; Candidate Assessment System (overall architecture and instruments)	Optional - limit 5,000 words	TBD
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				
2.2	Clinical educators	√	Partnership agreement; LEA Survey; Completer Survey; Clinical Handbook	Optional - limit 1,000 words	TBD
2.3	Clinical experiences				
3.1	Plan for Recruitment of Diverse Candidates				
3.2	Admission Standards				
3.3	Additional Selectivity Factors	√	Recruitment Plan; Recruiting Materials; Selection Criteria; Selection Instruments	Optional - limit 2,000 words	TBD
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		*TEAM, Observation data*		
4.2	Indicators of teaching effectiveness		*TVAAS*	Optional - limit 1,000 words	TBD
4.3	Satisfaction of employers		*TDOE-developed survey*		
4.4	Satisfaction of completers		*TDOE-developed survey*		
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				

Appendix F
Implementation Plan

Over the next two years and six months, the TDOE will develop processes and protocols to assess an EPP's ability to meet the standards identified in this document. To accomplish this work, the TDOE will develop a detailed calendar for development and implementation. This calendar will identify timelines for developing additional protocols and tools that will be necessary for full implementation. In addition, the TDOE staff will work with CAEP staff to develop a customized plan for Tennessee EPPs seeking national accreditation.

Implementation Working Group

A critical part of the process for development and implementation will be feedback from key stakeholders. For that reason, the TDOE will convene an implementation working group. The primary roles of this group will be to advise the TDOE in development of protocols, tools and benchmarks for the approval of EPPs in Tennessee and to serve as a clear and transparent line of communication between TDOE and the EPP community.

This group will be composed of stakeholders, including educator preparation providers, PreK-12 practitioners, and other Tennessee education stakeholder groups. The implementation working group will be selected through an application process. The review of applications will be conducted by TDOE staff and grounded in the CAEP Volunteer Selection Rubric.

The working group will be convened for eighteen months and may be extended if needed. The full group will be divided into subgroups assigned to a specific topic. At a minimum, the specific subgroup topics will include: annual reporting requirements, developing primary partnerships, and developing processes for review. The full group will meet quarterly, while subgroups will meet as often as needed.

Timeline

The transition from existing to new standards will take several years. The chart below outlines the timing of the expected transition. New EPPs and SAPs will be required to demonstrate alignment to new standards earlier than existing EPPs and SAPs. The TDOE will make every effort to minimize additional burdens on existing programs throughout the transition. In particular, EPPs will continue to follow currently scheduled review calendars. The only significant exception is that existing EPPs will be required to submit proposals for new endorsements that reflect significant changes in content. Specifically, EPPs should submit conditional approval proposals for the new Special Education Interventionist (K-8 and 6-12) endorsements and the new content-specific middle grades endorsements. EPPs may begin submitting these proposals in spring 2015.

The following table outlines the standards and annual reporting timeline for the next four academic years:

		2014-15	2015-16	2016-17	2017-18
EPP	NCATE Standards	Existing Programs	Existing Programs		
	CAEP Standards		New Programs	All Programs	All Programs
Specialty Area	TN Licensure Standards	Existing Programs	Existing Programs	Existing Programs	
	SAP Standards	New Programs	New Programs	New Programs	All Programs
Annual Report	Annual Reports – Data Collection Only	All Programs	All Programs	All Programs	
	Annual Reports – Data Collection & Review				All Programs