

Program of Study Justifications for Education & Training

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Teaching as a Profession (K-12)

2016-17 Program of Study	Level 1	Level 2	Level 3	Level 4
Teaching as a Profession (K-12)	Fundamentals of Education (6123)	Teaching as a Profession I (6010)	Teaching as a Profession II (6125)	Teaching as a Profession III (6126)

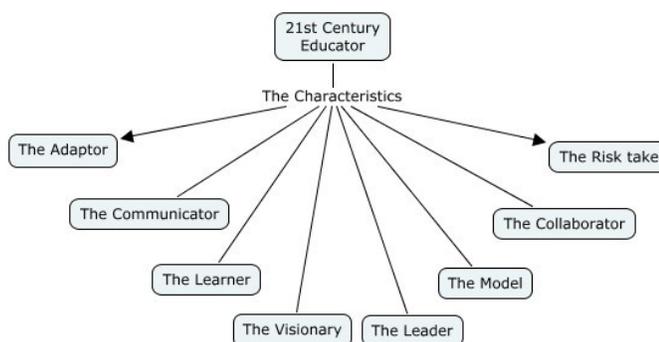
Description

Teaching as a Profession is designed for students interested in becoming an educator. In this program of study, course content covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, educational technology, classroom management, lesson planning, professionalism, and more.¹ Students may gain job experience while still in high school through local and Career and Technical Student Organizations (CTSO) competitions and work-based learning.

Job Outlook

The following are quotes from educational professionals illustrating the excitement and the challenges that 21st Century Educators are facing today:

- “These are exciting times for teachers. New technologies and new approaches to teaching and learning open up astonishing possibilities for educators today. But at the same time, teachers still face many of the same challenges as their counterparts of the past...”²
- “(An) effective teacher today is not the one who follows the methods of traditional schools but one who is not afraid to learn, is able to adapt to the ever changing world of technology and can connect to the students thereby helping them to look out for useable resources that can be used to foster learning.”³



¹ Tennessee Department of Education. (2016). *Career and Technical Education*. Retrieved from <http://tn.gov/education/article/cte-cluster-education-training#>

² PBS. (2016). Only a Teacher. Retrieved from <http://www.pbs.org/onlyateacher/today.html>

³ Expressimental. (2013). *Journey of a future Teacher, Tech Task #3 "Why Schools?."* Retrieved from <https://expressimental.wordpress.com/2013/05/18/tech-task-3-why-schools/>

Nationally, employment of **kindergarten, elementary, middle, and high school teachers** are projected to grow six percent from 2014-24. Growth in employment of these positions are expected to grow because student enrollment is expected to increase. A significant number of older teachers will retire and this will create job openings.

- In kindergarten and elementary schools, retirement will increase the need to replace workers, however, many areas have a surplus of teachers trained to teach at these levels making it more difficult for new teachers to find jobs. Better opportunities are in urban and rural school districts.⁴
- Many high schools report that they have difficulty in filling positions in math, science (especially chemistry and physics), English as a second language, and special education. Teachers with endorsements or certifications in those areas should have better job prospects.⁵

Employment of **special education school teachers** is projected to grow six percent from 2014 to 2024 nationally. Enrollment in special education programs has decreased, but better screening and identification of various disabilities in children earlier in life are expected to affect the demand of special education services.⁶

- Many schools have difficulties recruiting and retaining special education teachers because the job is emotionally and physically draining. As a result, special education teachers are expected to have good job opportunities.
- Individuals with certain specialties in the special education occupation will have the best job prospects. For example: experience working with severe disabilities, autism, speech or language impairments.

Career and technical education school teachers is projected to grow four percent from 2014 to 2024 in the United States which is slower than the average occupation growth. Most job opportunities will come from the need to replace teachers who retire or leave the occupation. Teachers with work experience, certifications, and the skills necessary in a specialty area will have better job prospects.⁷

⁴ United States Department of Labor, Bureau of Labor Statistics. (2015, December 17). *Occupational Outlook Handbook, 2016-17 Edition*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm#tab-6>

⁵ United States Department of Labor, Bureau of Labor Statistics. (2015, December 17). *Occupational Outlook Handbook, 2016-17 Edition*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-6>

⁶ United States Department of Labor, Bureau of Labor Statistics. (2015, December 17). *Occupational Outlook Handbook, 2016-17 Edition*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm#tab-6>

⁷ United States Department of Labor, Bureau of Labor Statistics. (2015, December 17). *Occupational Outlook Handbook, 2016-17 Edition*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/career-and-technical-education-teachers.htm#tab-6>

- Middle and high school occupations: the decrease in growth is impacted by student requirement to take more academic and fewer career and technical classes.
- Employment growth of teachers, especially in public schools, will depend on state and/or federal government funding.
- Postsecondary CTE programs see an increase in the number of institutions and graduates with a diploma or certificate. This will have a positive impact on the demand of CTE teachers.

Occupations in this program of study have bright outlooks nationally and statewide.⁸ **Figure 1** outlines the related career opportunities and the training necessary for each in Tennessee. **Figure 2** outlines the national percent change and projected annual job openings.

Figure 1. Tennessee employment projections for social health service-related occupations with positive job openings projected 2014-22.⁸

	Job openings due to growth and replacement, 2014- 2022	Total Percent Change, 2014- 2022	Annual Median Wage, 2014	Education level	On-the-job training
Education Teachers, Postsecondary	55	5.70%	\$50,892	Doctoral Degree	-----
Educational, Guidance, School, and Vocational Counselors	160	12.30%	\$39,326	Master's Degree	6 months to 1 year
Elementary School Teachers	1,270	20.00%	\$47,394	Bachelor's Degree	Short demonstrations
Librarians	110	12.20%	\$49,761	Master's Degree	Short demonstrations
Middle School Teachers	530	19.70%	\$47,355	Bachelor's Degree	1 to 3 months
Secondary School Teachers	765	13.60%	\$48,427	Bachelor's Degree	Short demonstrations
Special Education Teachers, All Other	25	12.80%	\$59,629	Bachelor's Degree	6 months to 1 year
Speech-Language Pathologists	75	14.20%	\$64,102	Master's Degree	3 to 6 months
Teachers and Instructors, All Other	150	13.00%	\$43,193	Bachelor's Degree	-----
Career/Technical Education Teachers, Secondary School	130	13.00%	\$46,240	Bachelor's Degree	Short demonstrations

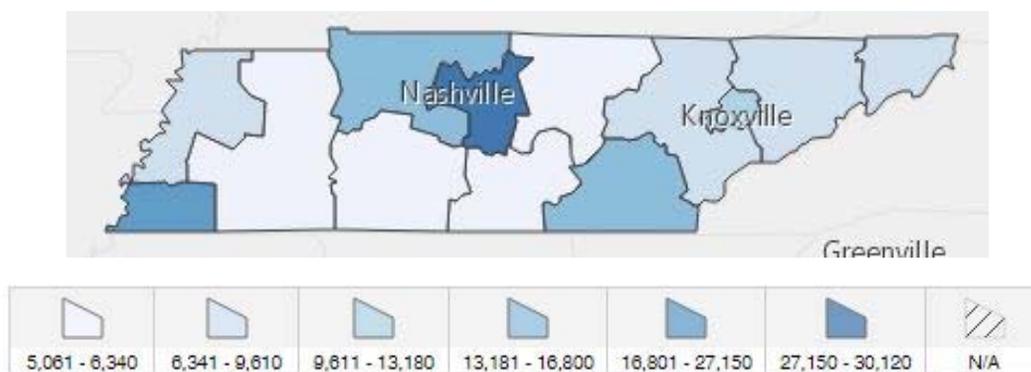
⁸ Tennessee Department of Labor & Workforce Development. (2016). *Occupational Projections*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occproj>

Figure 2. National trends for teacher occupations with positive projections from 2014 to 2024.⁹

United States	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Teachers and Instructors, All Other	982,500	1,049,000	+7%	25,170
Secondary School Teachers, Except Special and Career/Technical Education	961,600	1,017,500	+6%	28,400
Elementary School Teachers, Except Special Education	1,358,000	1,436,300	+6%	37,870
Middle School Teachers, Except Special and Career/Technical Education	627,500	664,200	+6%	17,550
Career/Technical Education Teachers, Secondary School	79,600	79,900	0%	1,920
Special Education Teachers, Middle School	93,000	98,500	+6%	2,300
Career/Technical Education Teachers, Middle School	13,700	14,600	+6%	390

Job opportunities for teachers, librarians, and related occupations are strongest in urban and surrounding areas in Tennessee. **Figure 3** shows that more teachers are needed in employment in the Memphis, Nashville, Knoxville, Clarksville, and Chattanooga areas than in surrounding areas.

Figure 3. 2014 Estimated Employment⁸



⁹ United States Department of Labor, Employment and Training Administration. (2016). *Career One Stop*. Retrieved from <http://www.onetonline.org/link/summary/25-3099.00>

Current Secondary Landscape

In the 2014-15 school year, 52 schools in Tennessee offered courses in the program of study of Teaching as a Profession and 1,326 students were enrolled in a Fundamentals of Education course. In the level two course, Teaching as a Profession I, 788 students were enrolled, but only 112 students were enrolled in Teaching as a Profession II. Only 22 students were enrolled in the capstone course, Teaching as Profession III. The number of students enrolled in a Teaching as a Profession course has increased in the past two years. **Figure 5** shows the open enrollment analysis for 2014-15 SY and 2015-16 SY as well student enrollment for 2014-15 in the Teaching as a Profession program of study.

Figure 5. Student Enrollment 2014-15

Fundamentals of Education	Teaching as a Profession I	Teaching as a Profession II	Teaching as a Profession III
1326	788	112	22

Open Enrollment Analysis 2014-15 to 2015-16

Teaching as a Profession	
2013-14	60
	<i>Decrease (Change into 3 new POS)</i>
2014-15	52
2015-16	55
	<i>Increase</i>

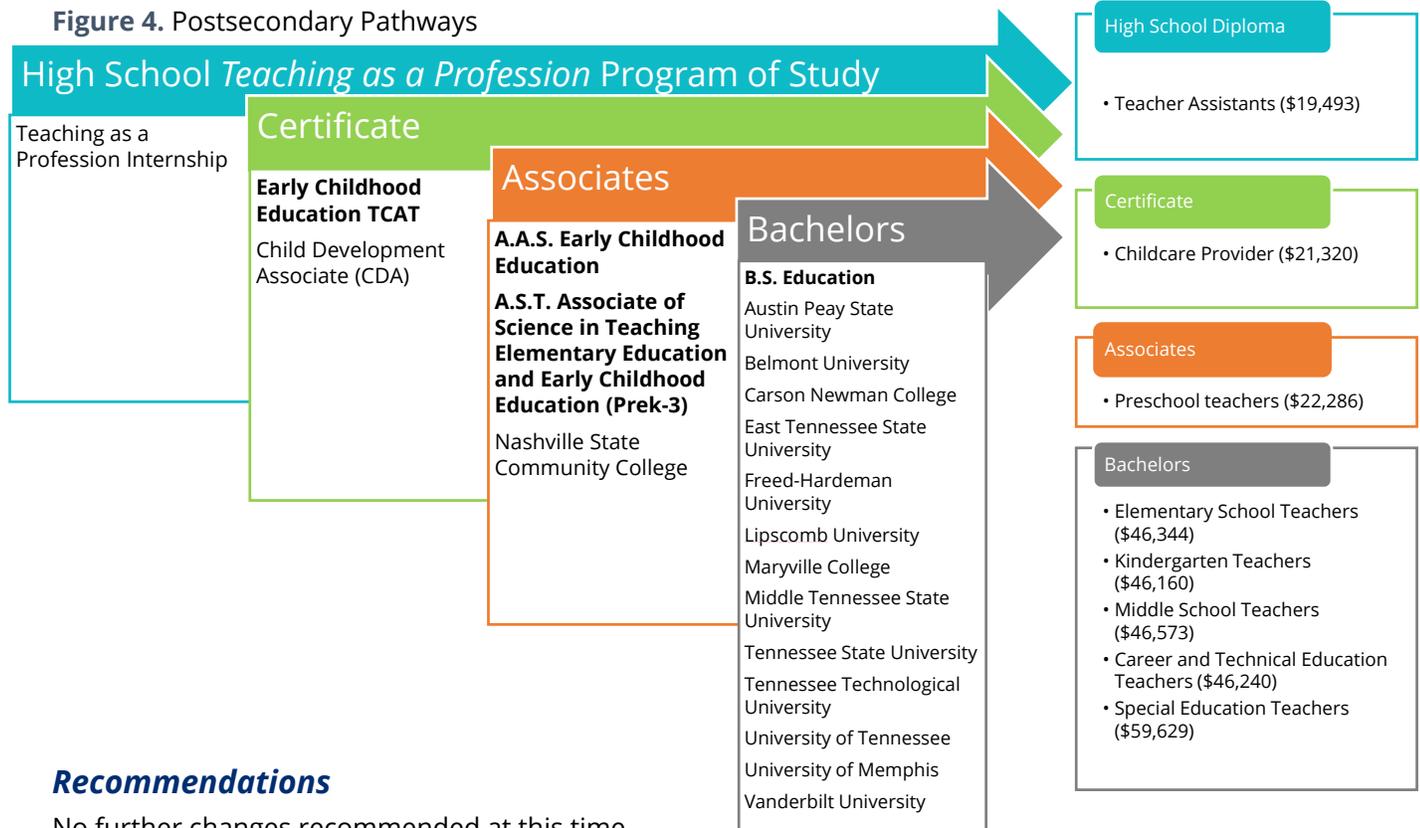
Postsecondary Opportunities

Upon completion of this program of study, students will have participated in an internship placement and built a professional portfolio in preparation for advanced training as future educators at the postsecondary level.

Teaching as a Profession III is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training and move seamlessly into a postsecondary institution.

Figure 4 outlines the related career opportunities and the training necessary for each. While some occupations require a high school diploma or associate's degree, the highest paid occupations in teaching occupations require a bachelor's degree.

Figure 4. Postsecondary Pathways



Recommendations

No further changes recommended at this time.

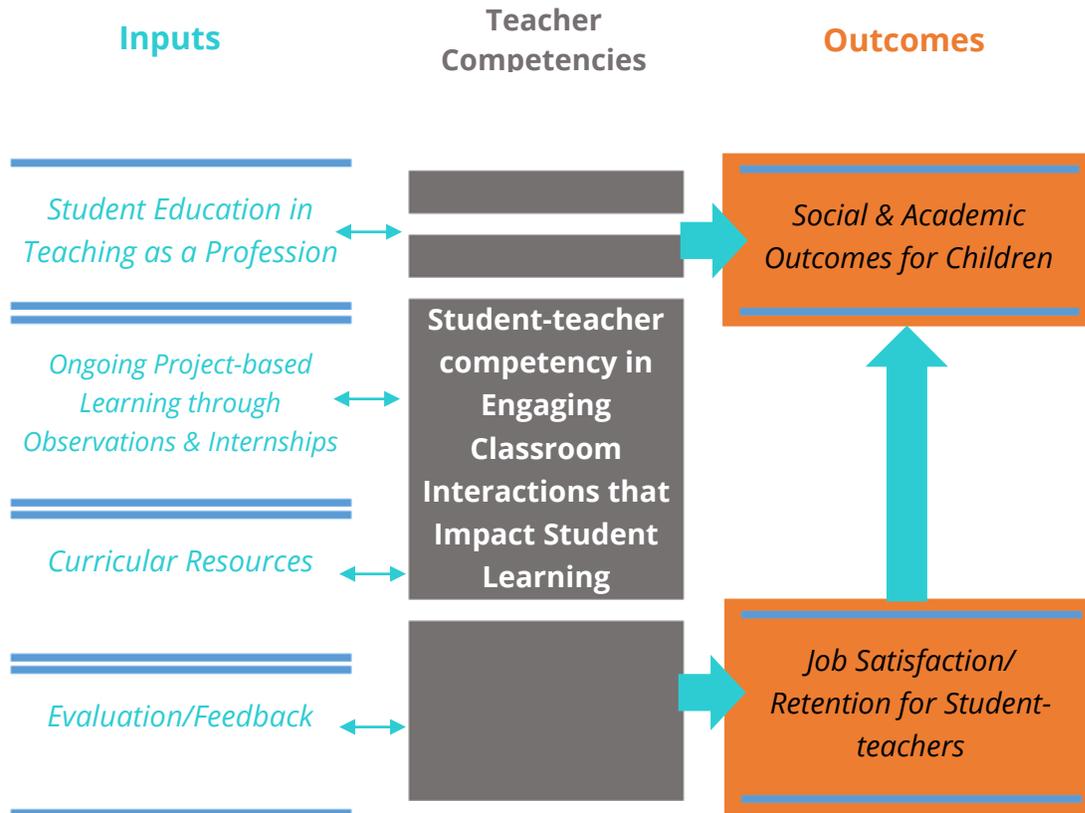
However, in teacher resources, a suggestive pacing guide for student observations and school visits should be created to inform teachers of promising practices (or minimum expectations) for each Teaching as a Profession course. As future, effective 21st Century Educators, students need to experience the many characteristics of being as such: adaptor, communicator, learner, visionary, leader, model, collaborator, and risk taker. Since November 2015, the consultant has received numerous emails and phone calls concerning the following questions:

- How many observations and site visits a student should complete in a particular course,
- When a student should leave for site visits,
- If a student should leave for site visits,
- Options for students that are under the age of 16,
- And when work-based learning standards should be implemented in the program of study.

Due to the large volume of inquiries regarding this topic, the department believes this additional teacher resource is needed. This suggestive pacing guide will -like said- be suggestive and will be used as a resource and not conclusive of a student's credit. Decision to follow the guide would be a district decision.

- Possibility of embedding the pacing guide into the course standards.

According to individuals from the University of Virginia, observations help link quality resources to positive outcomes.¹⁰ Below **Figure 6** shows the relationship between student-teacher classroom observations, improvement resources, and positive outcomes for teachers and students.



2017-18 Program of Study	Level 1	Level 2	Level 3	Level 4
Teaching as a Profession (K-12)	Fundamentals of Education (6123)	Teaching as a Profession I (6010)	Teaching as a Profession II (6125) -or- Dual Enrollment Teaching as a Profession (K-12) (4086)	Teaching as a Profession III (6126) -or- Dual Enrollment Teaching as a Profession (K-12) (4086)

¹⁰ Stuhlman, Megan W., & Hamre, Bridget K. (2015). A Practitioner’s Guide to Conducting Classroom Observations. *CASTL, Advanced Study of Teaching and Learning, Part 1 of 5*. Retrieved from http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practioner_Part1_single.pdf

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Expressimental. (2013). *Journey of a future Teacher, Tech Task #3 "Why Schools?."* Retrieved from <https://expressimental.wordpress.com/2013/05/18/tech-task-3-why-schools/>

PBS. (2016). Only a Teacher. Retrieved from <http://www.pbs.org/onlyateacher/today.html>

Stuhlman, Megan W., & Hamre, Bridget K. (2015). A Practitioner's Guide to Conducting Classroom Observations. *CASTL, Advanced Study of Teaching and Learning, Part 1 of 5*. Retrieved from http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practitioner_Part1_single.pdf

Tennessee Department of Education. (2016). *Career and Technical Education*. Retrieved from <http://tn.gov/education/article/cte-cluster-education-training#>

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Tennessee Department of Labor & Workforce Development. (2016). *Occupational Projections*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occproj>

United States Department of Labor, Bureau of Labor Statistics. (2015, December 17). *Occupational Outlook Handbook, 2016-17 Edition*. Retrieved from <http://www.bls.gov/ooh/>

United States Department of Labor, Employment and Training Administration. (2016). *Career One Stop*. Retrieved from <http://www.onetonline.org/link/summary/25-3099.00>

Early Childhood Education (Pre-K-4)

2016-17 Program of Study	Level 1	Level 2	Level 3	Level 4
Early Childhood Education (Pre-K-4)	Fundamentals of Education (6123)	Early Childhood Education Careers II (6016)	Teaching as a Profession II (6125)	Teaching as a Profession III (6126)

Description

Early Childhood Education is designed to prepare students for careers as an early childhood teacher. Course content covers the components of curriculum planning, student learning, screening and assessing, and many other skills related to teaching younger populations. Upon completion of this program of study, students will have had the opportunity to work alongside educators in an internship experience, compile artifacts for a professional portfolio, and graduate prepared for further training at the postsecondary level.¹¹ Students may gain job experience while still in high school through local and Career and Technical Student Organizations (CTSO) competitions and work-based learning.

Job Outlook

The job outlook nationally for preschool and childcare center directors and teachers are projected to grow seven percent from 2014 to 2024. The number of children who are of preschool age is expected to increase because of the greater number of working parents and the continued focus on the importance of early childhood education. Overall job opportunities for preschool and childcare center directors and teachers are expected to be favorable. Those with a postsecondary education degree, such as an associates or bachelor's degree should have better job prospects than those with only a high school diploma.¹²

According to the Tennessee Department of Labor and Workforce Development, the outlook for this cluster statewide is excellent and the occupations are expected to be in demand with employers. The growth rate is above average for all related occupations across the state. There are more job openings expected annually than there were training completers in the recent year. There were 30 potential candidates in the workforce system and 139 advertised job openings online on March 6, 2016. Counties with a low supply of workers but with a high demand of workers are those in urban

¹¹ Tennessee Department of Education. (2016). *Career and Technical Education*. Retrieved from <http://tn.gov/education/article/cte-cluster-education-training>

¹² United States Department of Labor, Bureau of Labor Statistics. (2015, December 17). *Occupational Outlook Handbook, 2016-17 Edition*. Retrieved from <http://www.bls.gov/ooh/management/preschool-and-childcare-center-directors.htm#tab-6>

and suburban areas: Knox, Davidson, Rutherford, Shelby, Williamson, Blount, and Sumner counties.¹³

Occupations in this program of study have bright outlooks nationally and statewide.³ **Figure 1 and 2** outline the related career opportunities and the training necessary for each.

Figure 1. State and national trends for preschool and childcare center administrators.¹⁴

United States	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Education Administrators, Preschool and Childcare Center/Program	64,000	68,200	+7%	2,290
Tennessee	Employment		Percent Change	Projected Annual Job Openings
	2012	2022		
Education Administrators, Preschool and Childcare Center/Program	1,270	1,530	+21%	60

State and national trends for preschool teachers.

United States	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Preschool Teachers, Except Special Education	441,000	470,600	+7%	15,870
Tennessee	Employment		Percent Change	Projected Annual Job Openings
	2012	2022		
Preschool Teachers, Except Special Education	9,850	12,010	+22%	490

¹³ Tennessee Department of Labor and Workforce Development, Job4TN Online. (2016). *Supply and Demand Data*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occproj>

¹⁴ United States Department of Labor, Employment and Training Administration. (2016). *Career One Stop*. Retrieved from <http://www.careeronestop.org/>

Figure 2. Tennessee employment projections for social health service-related occupations with positive job openings projected 2014-22.²

	Job openings due to growth and replacement, 2014- 2022	Total Percent Change, 2014- 2022	Annual Median Wage, 2014	Education level	On-the-job training
Childcare Workers	1,545	26.50%	\$18,526	High School Diploma	Short demonstrations
Elementary School Teachers, Except Special Education	1,270	20.00%	\$47,394	Bachelor's Degree	Short demonstrations
Kindergarten Teachers, Except Special Education	235	21.20%	\$47,515	Bachelor's Degree	Short demonstrations
Preschool Teachers, Except Special Education	715	40.50%	\$23,766	Associate's Degree	Short demonstrations
Special Education Teachers, Preschool, Kindergarten, and Elementary School	165	17.40%	\$59,629	Bachelor's Degree	6 months to 1 year
Teacher Assistants	855	15.30%	\$19,602	High School Diploma/ Postsecondary Certificate	Short demonstrations
Nanny	-----	14.00%	\$21,459	High School Diploma	-----

Job opportunities for early childhood education careers and related occupations are strongest in urban and surrounding areas in Tennessee. **Figure 3** shows that more preschool and elementary teachers and childcare workers are needed in employment in the Memphis, Nashville, Clarksville, and Chattanooga areas and in surrounding areas.

Figure 3. 2014 Estimated Employment³



Current Secondary Landscape

From the 2013-14 SY to 2015-16 SY, schools in Tennessee have steadily decreased in offering the Early Childhood Education (ECE) program of study. In the 2013-14 SY, 23 schools offered the program and in the 2015-16 SY, 21 schools offered the program. In 2014-15, the data shows that the level 1 course of ECE student enrolled 1,326 students, the level two had 1,052 students enrolled, and decreased in the level three course with only 112 students. Only 22 students were enrolled in the capstone course. The number of students enrolled in an early childhood education course has decreased in the past three years. **Figure 5** shows the open enrollment analysis for 2013-14 SY through 2015-16 SY as well student enrollment for 2014-15 in the Early Childhood Education program of study.

Figure 5. Student Enrollment 2014-15

Fundamentals of Education	Early Childhood Education Careers II	Teaching as a Profession II	Teaching as a Profession III
1326	1052	112	22

Open Enrollment Analysis 2013-14 to 2015-16

Early Childhood Education	
2013-14	23
2014-15	22
2015-16	21
	<i>Decline</i>

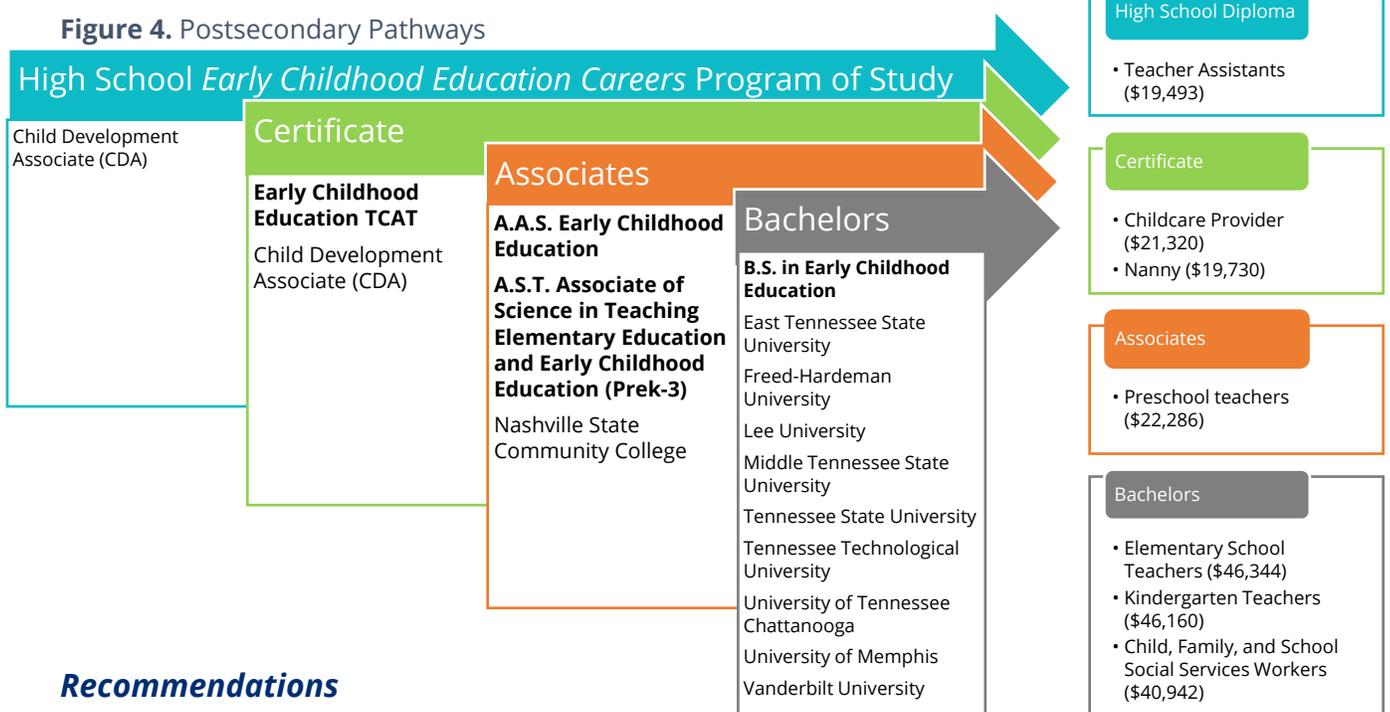
Postsecondary Opportunities

Upon completion of this program of study, students will have participated in an internship placement and built a professional portfolio in preparation for advanced training as future educators at the postsecondary level.

Teaching as a Profession III is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training and move seamlessly into a postsecondary institution.

Figure 4 outlines the related career opportunities and the training necessary for each. While some occupations require a high school diploma or postsecondary certificate, the highest paid occupations in early childhood education occupations require a bachelor's degree.

Figure 4. Postsecondary Pathways



Recommendations

To create differentiation and strong seamless pathways within the Early Childhood Education programs of study, the department recommends combining this program within another program of study. This will place more emphasis on the Childhood Development Services program of study which will be called Early Childhood Education Careers to correlate with the course titles. The enrollment numbers in this program of study, Early Childhood Education has been declining, but if the department streamline the programs, there will be an increase in enrollment numbers in the new Early Childhood Education Careers program of study.

2017-18 Program of Study	Level 1	Level 2	Level 3	Level 4
Early Childhood Education Careers	Early Childhood Education Careers I (6015)	Early Childhood Education Careers II (6016)	Early Childhood Education Careers III (6017) -or- Dual Enrollment Early Childhood Education Careers (4107)	Early Childhood Education Careers IV (6135) -or- Dual Enrollment Early Childhood Education Careers (4107)
				Industry Certification: Child Development Associate (CDA)

References

Tennessee Department of Education. (2016). *Career and Technical Education*. Retrieved from <http://tn.gov/education/article/cte-cluster-education-training>

Tennessee Department of Labor & Workforce Development, Jobs4TN Online. (2016). *Employment Wage and Data*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occproj>

Tennessee Department of Labor and Workforce Development, Jobs4TN Online. (2016). *Supply and Demand Data*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occproj>

United States Department of Labor, Bureau of Labor Statistics. (2015, December 17). *Occupational Outlook Handbook, 2016-17 Edition*. Retrieved from <http://www.bls.gov/ooh/management/preschool-and-childcare-center-directors.htm#tab-6>

United States Department of Labor, Employment and Training Administration. (2016). *Career One Stop*. Retrieved from <http://www.careeronestop.org/>

Educational Support Careers

2016-17 Program of Study	Level 1	Level 2	Level 3	Level 4
Educational Support Careers	Fundamentals of Education (6123)	Teaching as a Profession I (6010)	Counseling (6124)	Teaching as a Profession III (6126)

Description

In this program of study, students are exposed to all the critical components of effective teaching and learning at the K-12 level, as well as professional ethics, communication skills, school counseling models, and counseling approaches for a range of ages. Upon completion of this program of study, students will have had the opportunity to work alongside educators in an internship experience, compile artifacts for a professional portfolio, and graduate prepared for further study in a variety of educational support fields.¹⁵ Students may gain job experience while still in high school through local and Career and Technical Student Organizations (CTSO) competitions and work-based learning.

Job Outlook

Educational Support Careers focuses on the skills and knowledge needed for occupations that support the everyday functioning of school environments, such as school counselors, instructional coordinators, librarians, and speech-language pathologists.

The **educational, guidance, school, and vocational counselors** occupation group is projected to grow 8 percent nationally from 2014 to 2024, as fast as the average career in the United States.

- Rising student enrollment from elementary to the postsecondary level may increase the demand for school counselors. Counselors are needed to respond students' development and academic needs and career counseling services. The demand for counselors may increase at the postsecondary level due to a number of campuses opening career centers to help students develop 21st century skills to transition into the workforce.¹⁶
- Job openings for the state of Tennessee are in urban and suburban areas. This occupation is very competitive and there are more trained completers than job openings.¹⁷

¹⁵ Tennessee Department of Education. (2016). *Career and Technical Education*. Retrieved from <http://tn.gov/education/article/cte-cluster-education-training#>

¹⁶ United States Department of Labor, Bureau of Labor Statistics. (2015, December 17). *Occupational Outlook Handbook, 2016-17 Edition*. Retrieved from <http://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm#tab-6>

¹⁷ Tennessee Department of Labor & Workforce Development. (2016). *Supply and Demand Data*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occproj>

Average growth nationally, **instructional coordinators** are projected to grow seven percent from 2014 to 2024.

- Instructional coordinators employment in schools are expected to grow due to the emphasis on evaluating and improving curriculum, teacher effectiveness and student achievement, and raising test scores and graduation rates. Instructional coordinators provide training to teachers to help meet these standards.¹⁸
- Job outlook for this occupation is very competitive. There were three times as many training completers (or more) in the recent year as job openings expected annually.³

Employment of **librarians** is projected to grow only two percent from 2014 to 2024. This is slower than average occupations in the United States.

- Those seeking employment in this occupation may face competition due to many individuals with master's degrees in library science and the number of available positions.¹⁹
- According to Tennessee's Data for the month of March 2016, there were 21 job openings advertised online for librarians. The outlook is excellent and occupations will be in demand. There are more job openings annually than trained completers.³

The **speech-language pathologist** occupation is projected to grow 21 percent from 2014 to 2024. This career is growing much faster than most occupations nationally.

- The baby-boom population is growing older which increases the number of health conditions including strokes and hearing loss. The increased awareness of speech and language disorders in children will also increase the need for more speech-language pathologists.²⁰
- Although the occupation group is projected to grow, the statewide data shows that the occupation is competitive and at this time more training completers than job openings available.³

Occupations in this program of study have bright outlooks nationally and statewide.³ **Figure 1 and 2** outline the related career opportunities and the training necessary for each.

¹⁸ United States Department of Labor, Bureau of Labor Statistics. (2015, December 17). *Occupational Outlook Handbook, 2016-17 Edition*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm#tab-6>

¹⁹ United States Department of Labor, Bureau of Labor Statistics. (2015, December 17). *Occupational Outlook Handbook, 2016-17 Edition*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/librarians.htm#tab-6>

²⁰ United States Department of Labor, Bureau of Labor Statistics. (2015, December 17). *Occupational Outlook Handbook, 2016-17 Edition*. Retrieved from <http://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm#tab-6>

Figure 1. Tennessee employment projections for educational support career-related occupations with positive job openings projected 2014-22.²¹

	Job openings due to growth and replacement, 2014- 2022	Total Percent Change, 2014- 2022	Annual Median Wage, 2014	Education level	On-the-job training
Education, Training, and Library Workers	25	7.80%	\$40,109	Bachelor's Degree	-----
Educational, Guidance, School, and Vocational Counselors	160	12.30%	\$46,526	Master's Degree	6 months to 1 year
Instructional Coordinators	55	12.20%	\$57,044	Master's Degree	6 months to 1 year
Librarians	110	12.20%	\$49,761	Master's Degree	Short demonstrations
Library Technicians	90	9.60%	\$26,689	Bachelor's Degree	1 to 3 months
Speech-Language Pathologists	75	14.20%	\$64,102	Master's Degree	3 to 6 months
Teacher Assistants	855	15.30%	\$19,602	High School Diploma or Postsecondary Certificate	Short demonstrations
Audio-Visual and Multimedia Collections Specialists	0	0.7%	\$30,519	Bachelor's Degree	1 to 3 months

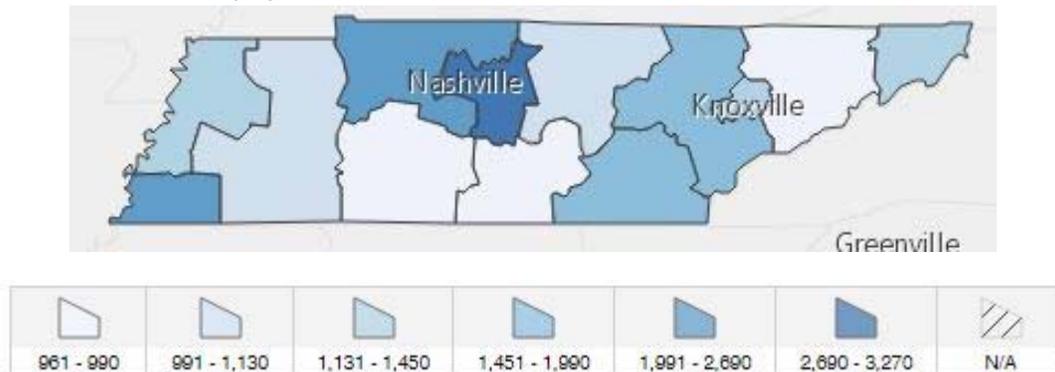
²¹ Tennessee Department of Labor & Workforce Development. (2016). *Occupational Projections*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occproj>

Figure 2. National trends for educational support career occupations with positive projections from 2014 to 2024.²²

United States	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Instructional Coordinators	151,100	161,600	+7%	2,510
Librarians	143,100	145,700	+2%	2,950
Speech-Language Pathologists	135,400	164,300	+21%	6,310
Audio-Visual and Multimedia Collections Specialists	10,000	10,800	+8%	180
Educational, Guidance, School, and Vocational Counselors	273,400	295,900	+8%	7,970

Job opportunities educational support career-related occupations are strongest in urban and surrounding areas in Tennessee. **Figure 3** shows that more teachers are needed in employment in the Memphis, Nashville, Knoxville, Clarksville, and Chattanooga areas than in surrounding areas.

Figure 3. 2014 Estimated Employment⁷



²² United States Department of Labor, Employment and Training Administration. (2016). *Career One Stop*. Retrieved from <http://www.onetonline.org/link/summary/25-3099.00>

Current Secondary Landscape

In the 2014-15 school year, 10 schools in Tennessee offered courses in the program of study of Educational Support Careers. The number of students enrolled in the an Educational Support Careers program of study has decreased in the past two years. **Figure 5** shows the open enrollment analysis for 2014-15 SY and 2015-16 SY as well student enrollment for 2014-15 in the program of study.

Figure 5. Open Enrollment Analysis 2014-15 to 2015-16

Education Support Careers	
2014-15	10
2015-16	7
	<i>Decline</i>

Student Enrollment 2014-15

Fundamentals of Education	Teaching as a Profession I	School Counseling	Teaching as a Profession III
1326	788	0	22

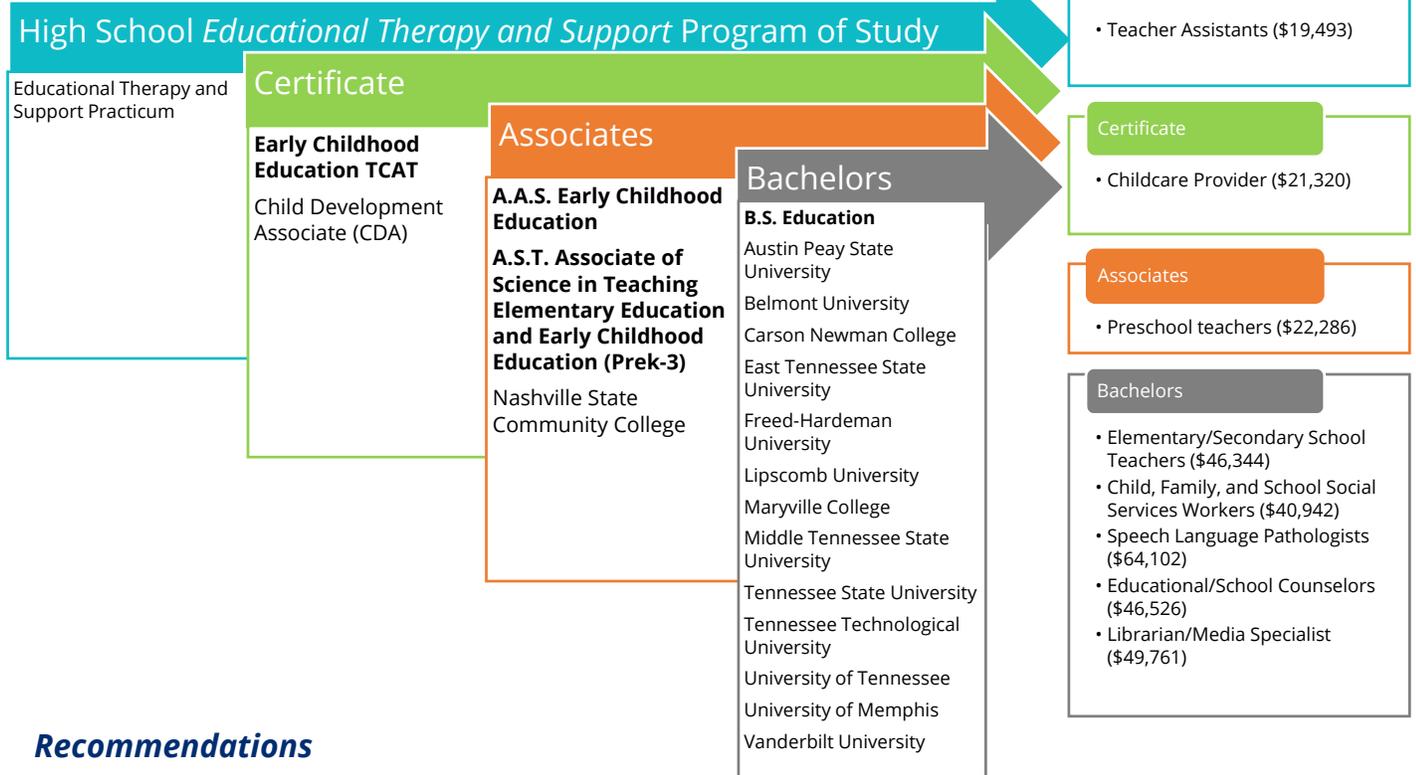
Postsecondary Opportunities

Upon completion of this program of study, students will have participated in an internship placement and built a professional portfolio in preparation for advanced training as future educators at the postsecondary level.

Teaching as a Profession III is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training and move seamlessly into a postsecondary institution.

Figure 4 outlines the related career opportunities and the training necessary for each. While some occupations require a high school diploma or associate's degree, the highest paid occupations in teaching occupations require a bachelor's degree.

Figure 4. Postsecondary Pathways



Recommendations

In 2014-15, there were 27 programs of study offered in Tennessee and were zero students enrolled in the School Counseling course. In the same year, 10 schools were enrolled in the Educational Support Careers Program of Study. This past year, 2015-16, the open enrollment declined to seven schools. Through conversations with CTE directors, teachers and data research, the department is finding students are completing this program of study either through the Teaching as Profession or Early Childhood Education programs of study. By creating an aligned program of study and specific courses to careers in educational leadership and support roles, students will be better prepared for postsecondary coursework. Educational Development will focus on the educational development of students and prepare students for jobs in counseling, administration, social work and other specialist positions.

2017-18 Program of Study	Level 1	Level 2	Level 3	Level 4
Educational Therapy and Support	Educational Therapy and Support I (6180)	Educational Therapy and Support II (6181)	Educational Therapy and Support III (6182) -or- Dual Enrollment Educational Therapy and Support (6192)	Educational Therapy and Support Practicum (6183) -or- Dual Enrollment Educational Therapy and Support (6192)

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