

# Program of Study Justifications for Education & Training

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# Teaching as a Profession (K-12)

2018-19 Program of Study	Level 1	Level 2	Level 3	Level 4
<b>Teaching as a Profession (K-12)</b>	Fundamentals of Education (6123)	Teaching as a Profession I (6010)	Teaching as a Profession II (6125) -or- <b>Dual Enrollment</b> Teaching as a Profession (K-12) (4086)	Teaching as a Profession III (6126) -or- <b>Dual Enrollment</b> Teaching as a Profession (K-12) (4086)

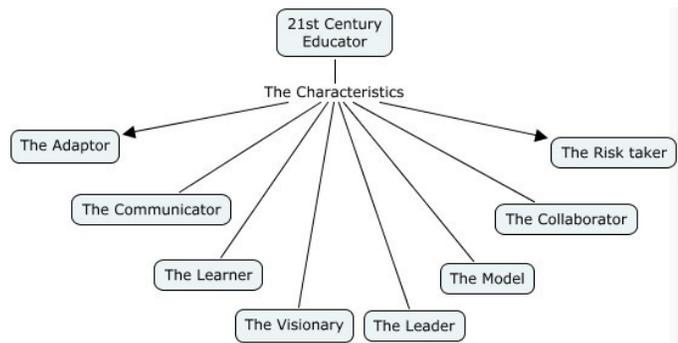
## Description

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.<sup>1</sup> 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 21<sup>st</sup> 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...”<sup>2</sup>
- “(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.”<sup>3</sup>



<sup>1</sup> Tennessee Department of Education. (2018). *Career and Technical Education*. Retrieved from <http://tn.gov/education/article/cte-cluster-education-training#>

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

<sup>3</sup> 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.<sup>4</sup>
- 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.<sup>5</sup>

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.<sup>6</sup>

- 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 six 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.<sup>7</sup>

- Middle and high school occupations: the decrease in growth is impacted by student requirement to take more academic and fewer career and technical classes.

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<sup>4</sup> United States Department of Labor, Bureau of Labor Statistics. (2018, April 10). *Occupational Outlook Handbook, 2017-18 Edition*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm#tab-6>

<sup>5</sup> United States Department of Labor, Bureau of Labor Statistics. (2018, April 10). *Occupational Outlook Handbook, 2017-18 Edition*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-6>

<sup>6</sup> United States Department of Labor, Bureau of Labor Statistics. (2018, April 10). *Occupational Outlook Handbook, 2017-18 Edition*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm#tab-6>

<sup>7</sup> United States Department of Labor, Bureau of Labor Statistics. (2018, April 10). *Occupational Outlook Handbook, 2017-18 Edition*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/career-and-technical-education-teachers.htm#tab-6>

- 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.<sup>8</sup> **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 education-related occupations with positive job openings projected 2014-24.<sup>8</sup>

Occupation	2014 Estimated Employment	2024 Projected Employment	Total 2014- 2024 Employment Change	Total Percent Change	Median Salary
<b>Career/Technical Education Teachers, Middle School</b>	Confidential	Confidential	Confidential	Confidential	\$55,050
<b>Career/Technical Education Teachers, Secondary School</b>	3,140	3,370	220	7.20%	\$48,410
<b>Educational, Guidance, School, and Vocational Counselors</b>	4,700	5,230	540	11.40%	\$46,930
<b>Elementary School Teachers, Except Special Education</b>	27,650	31,670	4,020	14.50%	\$48,750
<b>Kindergarten Teachers, Except Special Education</b>	4,750	5,430	680	14.20%	\$47,870
<b>Librarians</b>	2,870	3,160	290	10.10%	\$51,300
<b>Middle School Teachers, Except Special and Career/Technical Education</b>	11,480	13,200	1,720	15.00%	\$47,940
<b>Postsecondary Teachers</b>	33,590	41,080	7,490	22.30%	\$49,770
<b>Secondary School Teachers, Except Special and Career/Technical Education</b>	17,390	18,760	1,370	7.90%	\$60,370
<b>Special Education Teachers, All Other</b>	720	770	50	7.10%	\$70,810
<b>Speech-Language Pathologists</b>	2,350	2,940	590	25.10%	\$55,050
<b>Teachers and Instructors, All Other</b>	4,430	5,020	590	13.30%	\$43,300

<sup>8</sup> Tennessee Department of Labor & Workforce Development. (2018). *Occupational Projections (Long-term)*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occpj>

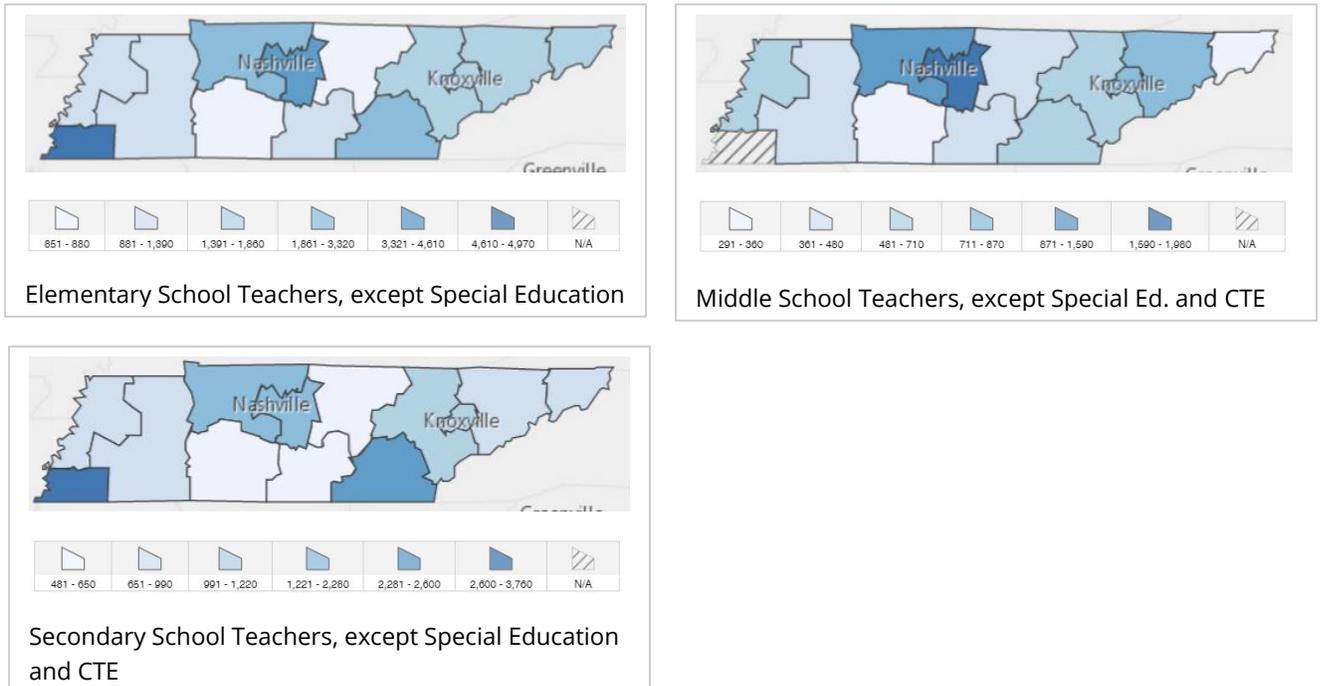
Figure 2. National trends for teacher occupations with positive projections from 2014 to 2024.<sup>9</sup>

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
Career/Technical Education Teachers, Middle School	13,700	14,600	+6%	390
Special Education Teachers, Middle School	93,000	98,500	+6%	2,300
Special Education Teachers, Secondary School	134,000	141,900	+6%	3,310
Special Education Teachers, Kindergarten and Elementary School	198,100	210,600	+6%	4,980
Postsecondary Teachers, All Other	232,300	254,000	+9%	6,280

<sup>9</sup> United States Department of Labor, Employment and Training Administration. (2018). *Career One Stop*. Retrieved from <http://www.onetonline.org/link/summary/25-3099.00>

Job opportunities for elementary, middle, and secondary teachers are strongest in urban and surrounding areas in Tennessee. **Figure 3** shows that the need for educators vary depending on teachers' endorsement and license.

**Figure 3.** 2014 Estimated Employment<sup>8</sup>



### **Current Secondary Landscape**

With an increased focus and high percentage growth in education careers, the importance of “Grow Your Own” educators in school districts has become a vital discussion topic. As you can see in **Figure 4**, student enrollment and school district offerings, represented in the open enrollment analysis, has increased slowly in the school years 2014-15 to 2017-18, and we are seeing a jump in offerings in the 2018-19 SY. The department, Commissioner McQueen, and SCORE are currently promoting an initiative called *Teach Today. Change Tomorrow.* that provides resources and tools to help expose student to teaching and the profession. Other “Grow Your Own” grants and initiatives, such as, the EPIC Grant and the Diversity Innovation Planning and Implementation Grants have increased interest from school districts. However, we need to improve marketing the profession to students through increased school district offerings of the program of study and introduction of the Career and Technical Student Organization (CTSO), Educators Rising.

Figure 4. Open Enrollment Analysis 2014-15 to 2018-19<sup>10</sup>

Teaching as a Profession	
2014-15	52
2015-16	55
2016-17	56
2017-18	53
2018-19	71

Student Enrollment<sup>10</sup>

SY	Fundamentals of Education	Teaching as a Profession I	Teaching as a Profession II	Teaching as a Profession III
2013-14	---	781	---	---
2014-15	1143	684	104	22
2015-16	863	944	222	83
2016-17	1125	768	522	164
2017-18	1089	1316	538	281
2016-17 Dual Enrollment	7			
2017-18 Dual Enrollment	18			

Teaching as a Profession Concentrators<sup>10</sup>

Teaching as a Profession	
2014-15	113
2015-16	255
2016-17	177
2017-18	*74 incomplete data

### 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.

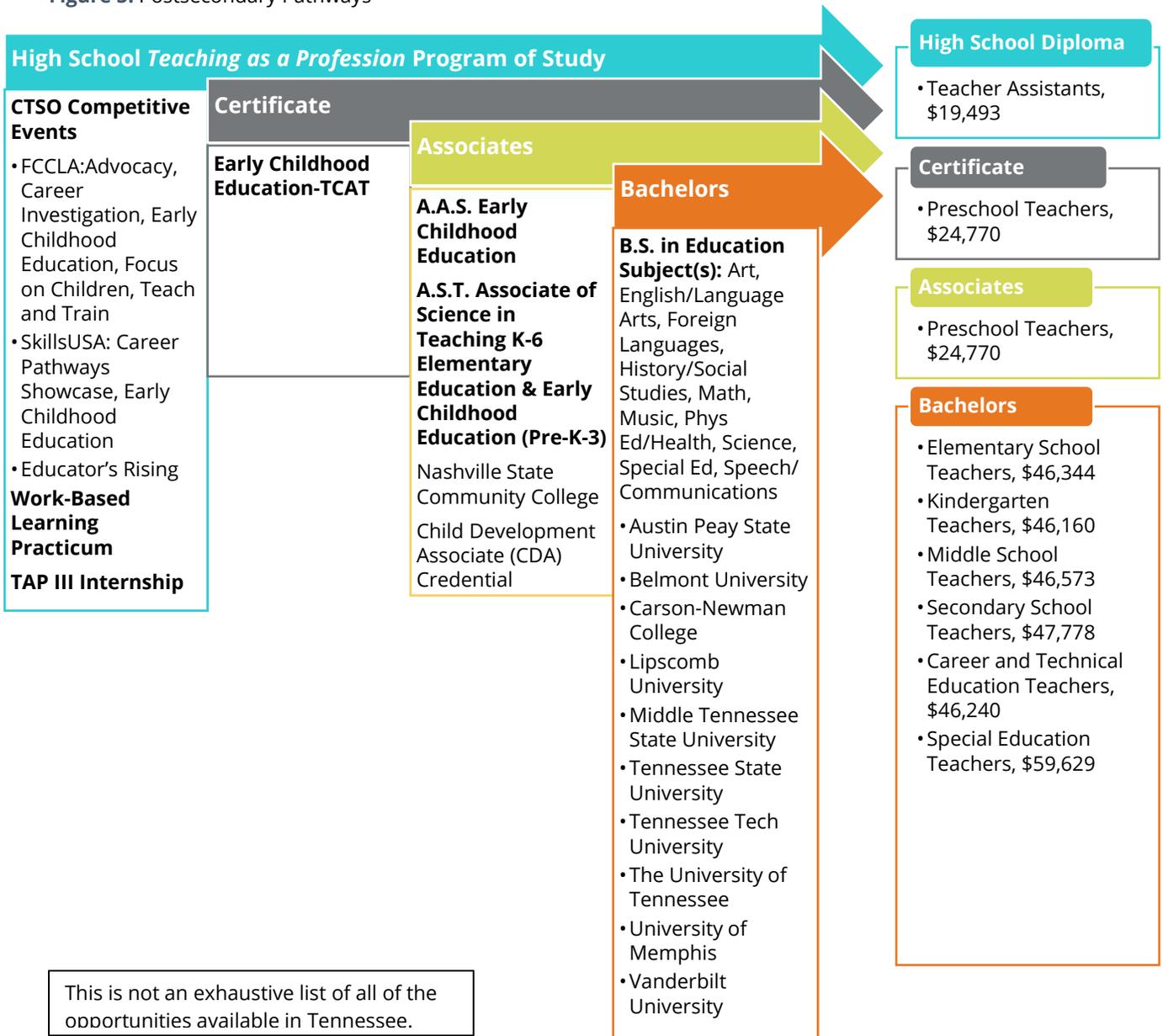
Teaching as a Profession III is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education fields. In addition, students will complete an internship and continue to create artifacts for their

<sup>10</sup> Tennessee Department of Education. (2018). *Student Enrollment Data*. Retrieved from Author's calculation of student enrollment data.

student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training and move seamlessly into a postsecondary institution.

**Figure 5** 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 5.** Postsecondary Pathways<sup>8</sup>



## **Recommendations**

### **TAP Expansion Plan:**

Teachers from multiple endorsement backgrounds have been interested in teaching the *Teaching as a Profession* program of study. Suggestions from the Education and Training Industry Advisory Council and other educators including administrators have recommended adding an endorsement and/or micro-credential attainment platform to endorse educators to teach this program of study. At this time, Teaching as a Profession requires an endorsement in Family and Consumer Sciences. Recommendations include:

- Any teacher who has completed an educator prep program (EPP) will be qualified to attend the required three day training to teach the Teaching as a Profession program of study.
- Three day training with focused, rigorous, and relevant deep diving into the standards.
- Educators Rising CTSO implementation at the organized state level.

Teaching as a Profession program of study expansion plan will be presented to the commissioner and department to help in providing guidance and support. The expansion plan is supportive of the current department initiatives and grants, will help grow the program of study across state schools, and in the marketing the program to students.

With department partners involved in expanding the program of study, there is a possibility of requests in the revision of courses and/or course standards.

### **New Capstone Course:**

Due to the annual special course submission of a Peer Tutoring course from multiple districts statewide and the low enrollment of Teaching as Profession III, the recommendation is to revise the level four course into a practicum course. Students enrolled in this course will have the opportunity to be inclusive peer tutors, teacher facilitators, and/or formal observers.

The course will be structured in the practicum style and will include a deeper dive into specific content areas, educational research and policy, differentiated instruction, special population topics, project plan development, lesson planning and instruction, and professionalism. Prerequisites for this course will be at least two levels of Teaching as a Profession. Students concentrating in Teaching as a Profession will be placed in either a high school, middle school, or early childhood (preschool/elementary) setting in a focus area of choice (e.g., math, science, English, art, dietetics, STEM, preschool, elementary class, etc.).

With the development of the micro-credentials leading to a new CTE endorsement in Teaching as a Profession, the requirement to be the coordinating teacher for the capstone practicum will be to attain this endorsement.

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Also, 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 21<sup>st</sup> 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 program manager 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.

## References

- 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](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practitioner_Part1_single.pdf)
- Tennessee Department of Education. (2018). *Career and Technical Education*. Retrieved from <http://tn.gov/education/article/cte-cluster-education-training#>
- Tennessee Department of Labor & Workforce Development. (2018). *Employment Wage and Data*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occproj>
- Tennessee Department of Labor & Workforce Development. (2018). *Occupational Projections (Long-term)*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occproj>
- United States Department of Labor, Bureau of Labor Statistics. (2018, April 10). *Occupational Outlook Handbook, 2017-18 Edition*. Retrieved from <http://www.bls.gov/ooh/>
- United States Department of Labor, Employment and Training Administration. (2018). *Career One Stop*. Retrieved from <http://www.onetonline.org/link/summary/25-3099.00>

## Early Childhood Education Careers (Pre-K-4)

2018-19 Program of Study	Level 1	Level 2	Level 3	Level 4
<b>Early Childhood Education Careers</b>	Early Childhood Education Careers I (6015)	Early Childhood Education Careers II (6016)	Early Childhood Education Careers III (6017) -or- <b>Dual Enrollment</b> Early Childhood Education Careers (4087)	Early Childhood Education Careers IV (6135) -or- <b>Dual Enrollment</b> Early Childhood Education Careers (4087)
				<b>Industry Certification:</b> Child Development Associate (CDA)

### Description

Early Childhood Education is designed to prepare students for careers as a preschool teacher, nanny, or childcare provider. Course content covers the components of child development, planning age-appropriate activities, learning environments, and many other skills related to teaching younger populations. Upon completion of this program of study, students will get to work along educators with younger populations, compile artifacts for a professional portfolio, and be prepared for further training at the postsecondary level.<sup>11</sup> 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

Nationally, job opportunities for childcare workers, preschool and childcare teachers/directors are expected to be promising. Workers with formal education should have the best job prospects. However, even those without formal education who are interested in the occupation should have little trouble finding employment because of the need to replace workers who leave the occupation.<sup>12</sup> The Bureau of Labor Statistics projects employment of childcare workers to grow five percent and the employment of preschool and childcare centers teachers/directors to grow seven percent from 2014 to 2024, about as fast as the average for all occupations.

<sup>11</sup> Tennessee Department of Education. (2018). *Career and Technical Education*. Retrieved from <http://tn.gov/education/article/cte-cluster-human-services>

<sup>12</sup> United States Department of Labor, Bureau of Labor Statistics. (2018, April 10). *Occupational Outlook Handbook, 2017-18 Edition*. Retrieved from <http://www.bls.gov/ooh/management/preschool-and-childcare-center-directors.htm#tab-6>

The number of children who are of preschool age is expected to increase, although their share of the overall population should remain constant. A greater number of working parents will continue to need help caring for their children. In addition, a continued focus on the importance of early childhood education—specifically preschool—should increase demand for childcare centers. Early childhood education is widely recognized as important for a child’s intellectual and emotional development. However, the increasing cost of childcare and the increasing number of stay-at-home parents may reduce demand in the child daycare services industry.<sup>13</sup>

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. Counties with a low supply of workers but with a high demand of workers are those in urban and suburban areas: Knox, Davidson, Rutherford, Shelby, Williamson, Blount, and Sumner counties.<sup>13</sup>

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

**Figure 1.** Tennessee employment projections for early childhood education-related occupations with positive job openings projected 2014-24.<sup>14</sup>

Occupation	2014 Estimated Employment	2024 Projected Employment	Total 2014- 2024 Employment Change	Total Percent Change	Median Salary
<b>Childcare Workers</b>	25,570	26,660	1,090	4.30%	\$19,160
<b>Education Administrators, Elementary and Secondary School</b>	4,720	5,080	360	7.70%	\$75,920
<b>Education Administrators, Preschool and Childcare Center/Program</b>	1,080	1,090	20	1.50%	\$37,590
<b>Elementary School Teachers, Except Special Education</b>	27,650	31,670	4,020	14.50%	\$48,750
<b>Kindergarten Teachers, Except Special Education</b>	4,750	5,430	680	14.20%	\$47,870
<b>Preschool Teachers, Except Special Education</b>	8,620	8,960	340	3.90%	\$24,770
<b>Special Education Teachers, Preschool</b>	Confidential	Confidential	Confidential	Confidential	\$43,560
<b>Special Education Teachers, Preschool, Kindergarten, and Elementary School</b>	4,430	4,700	270	6.10%	\$50,480

<sup>13</sup> Tennessee Department of Labor and Workforce Development, Job4TN Online. (2018). *Occupational Projections (Long-term)*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occproj>

<b>Teacher Assistants</b>	20,780	22,440	1,660	8.00%	\$20,670
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**Figure 2.** State and national trends for preschool and childcare center administrators.<sup>14</sup>

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
	2014	2024		
Education Administrators, Preschool and Childcare Center/Program	1,080	1,090	+2%	30

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
	2014	2024		
Preschool Teachers, Except Special Education	8,620	8,960	+4%	280

State and national trends for kindergarten teachers.

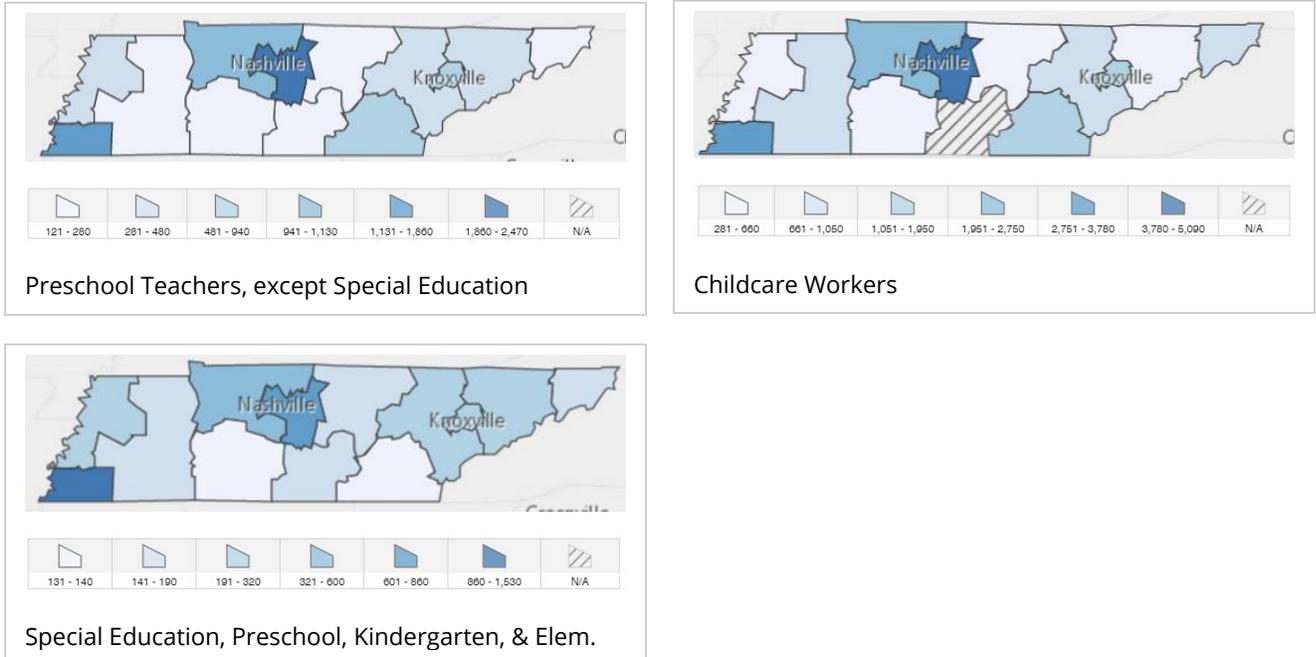
United States	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Kindergarten Teachers, Except Special Education	159,400	168,900	+6%	5,610
Tennessee	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Kindergarten Teachers, Except Special Education	4,750	5,430	+14%	200

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

<sup>14</sup> United States Department of Labor, Employment and Training Administration. (2018). *Career One Stop*. Retrieved from <http://www.careeronestop.org/>

teachers and childcare workers are needed in employment in the Memphis, Nashville, Clarksville, and Chattanooga areas and in surrounding areas.

**Figure 3.** 2014 Estimated Employment<sup>14</sup>



## Current Secondary Landscape

The Early Childhood Education Careers program of study continues to increase in school district offerings and student enrollment. This correlates well with the current occupational growth and focus on early childhood education. In **Figure 4**, the open enrollment analysis and student enrollment in each course have increased in the school years 2013-14 to 2017-18. However, there is a major drop in offerings for the school year 2018-19. The concentrator status has also declined; this is due to the removal of the Childhood Development Services program of study and the movement of the early childhood education courses to the Education and Training career cluster. The Childhood Development Services POS blended teaching as a profession courses and early childhood education courses. Although, there is a decline in the concentrator status, the other aspects of the program is continuing to increase and we should see more alignment with next year's data.

**Figure 4.** Open Enrollment Analysis 2013-14 to 2016-17<sup>15</sup>

Early Childhood Education	
<b>2013-14</b>	23
<b>2014-15</b>	46
<b>2015-16</b>	46
<b>2016-17</b>	50
<b>2017-18</b>	50
<b>2018-19</b>	31

Student Enrollment<sup>16</sup>

SY	Early Childhood Education Career I	Early Childhood Education Career II	Early Childhood Education Career III	Early Childhood Education Career IV
<b>2013-14</b>	1455	380	124	---
<b>2014-15</b>	1679	792	314	29
<b>2015-16</b>	1411	823	246	31
<b>2016-17</b>	1427	1037	312	33
<b>2016-17 Dual Enrollment</b>	50			

Early Childhood Education Concentrators<sup>16</sup>

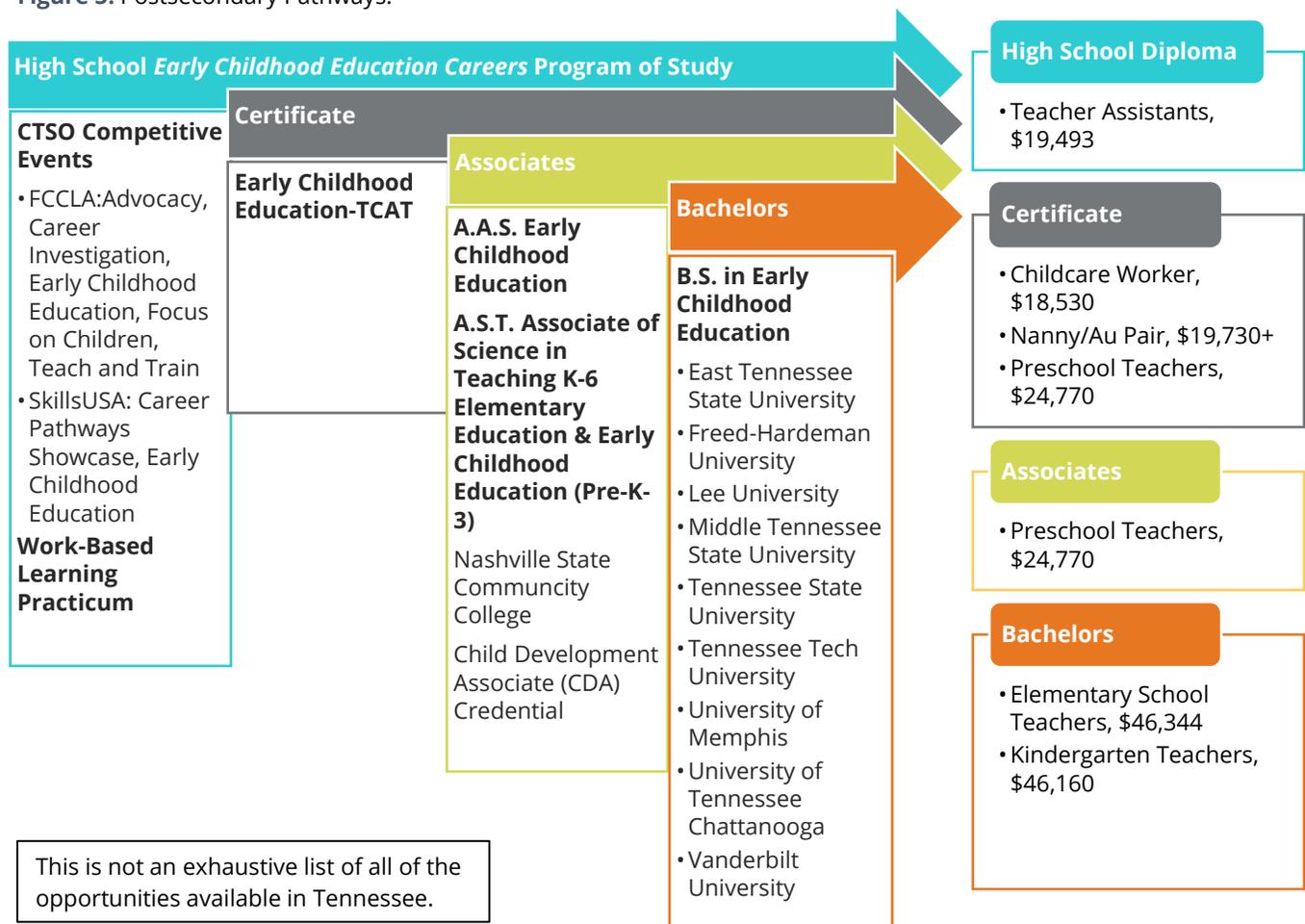
Early Childhood Education Careers	
<b>2014-15</b>	431
<b>2015-16</b>	510
<b>2016-17</b>	389

<sup>15</sup> Tennessee Department of Education. (2018). *Student Enrollment Data*. Retrieved from Author's calculation of student enrollment data.

## Postsecondary Opportunities

Upon completion of this program of study, students will be prepared to continue their studies at the postsecondary level. Early Childhood Education Careers IV is a capstone course in which the student will compile a professional portfolio and complete in an internship. Available Student Industry Certification: Child Development Associate (CDA). Students can sit for this industry certification after completing ECEC III with the completion of 120 clock hours of child development education and 480 hours of experience working directly with children. **Figure 5** outlines the related career opportunities and the training necessary for each. While some occupations require a high school diploma or postsecondary certificate only, the highest paid occupations in childhood development service occupations require a bachelor’s degree.

Figure 5. Postsecondary Pathways.<sup>14</sup>



## ***Recommendations***

An early childhood education careers work group are currently helping in the development in making changes to the courses and course standards. The revision to standards will align with postsecondary coursework and for relevancy in the workforce. Currently, standards are disjointed and are unorganized throughout courses. Discussions with advisory council members, teachers, and other stakeholders have made this recommendation. Provide specific support with school programs adding the department promoted industry certification, Childhood Development Associate (CDA) Credential.

Review the opportunities and possibilities in implementing and promoting the Tennessee Early Childhood Training Alliance (TECTA) Center-Based Orientation course which leads to and lowers the cost of the CDA. TECTA awards assessment fee scholarships to candidates who have completed the orientation course, four specific courses offered at postsecondary institutions (TBR state community colleges and universities), and participation in CDA meetings sponsored by TECTA. Normally individuals must complete the 30-hour Orientation class while working in a licensed child care program to receive their TECTA Certificate of Completion. But, because the ECE Careers classes contain an amount of information and training equivalent to the Center-Based Orientation class students can qualify to receive a TECTA Certificate of Completion after completing ECEC I and II with a 'B' or above. This means that students are eligible for tuition support from TECTA for college coursework in the field of Early Childhood Education beginning your first year of college at any of the Tennessee Board of Regents (TBR) community colleges and universities.

As the Tennessee Department of Education and the Tennessee Department of Health collaborate to increase awareness of Adverse Childhood Experiences (ACEs) as they relate to physical, mental, and social health, it will become important for students to have foundational knowledge about ACEs and their effect on educational development and health. Recommendation to add standards regarding ACEs to the Early Childhood Education Career courses.

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	TECTA Center-Based Orientation Certificate			<b>Industry Certification:</b> Child Development Associate (CDA)

## References

Tennessee Department of Education. (2018). *Career and Technical Education*. Retrieved from <http://tn.gov/education/article/cte-cluster-education-training>

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# Educational Therapy and Support

2018-19 Program of Study	Level 1	Level 2	Level 3	Level 4
<b>Educational Therapy and Support</b>	Educational Therapy and Support I (6180)	Educational Therapy and Support II (6181)	Educational Therapy and Support III (6182) -or- <b>Dual Enrollment</b> Educational Therapy and Support (6192)	Educational Therapy and Support Practicum (6183) -or- <b>Dual Enrollment</b> Educational Therapy and Support (6192)

## Description

In this program of study, students will be exposed to critical components of educational methodology, human development, ethics, legal responsibilities, and career development as well as theoretical research and applied research. The program focuses on occupations such as school counselors, school social workers, school psychologists, and other school services personnel, and will explore how these individuals affect student development in an educational environment. Upon completion of this program of study, students will have had the opportunity to work alongside educators and/or school services personnel in a practicum experience, compile artifacts for a professional portfolio, and graduate prepared for further study in a variety of educational therapy and support fields.<sup>16</sup> 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 Therapy and Support focuses on the skills and knowledge needed for occupations that support the everyday functioning of school environments, such as school counselors, school social workers, school psychologists, and other school services personnel.

The **educational, guidance, school, and vocational counselors** occupation group is projected to grow eight 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 21<sup>st</sup> century skills to transition into the workforce.<sup>17</sup>

<sup>16</sup> Tennessee Department of Education. (2018). *Career and Technical Education*. Retrieved from <http://tn.gov/education/article/cte-cluster-education-training#>

<sup>17</sup> United States Department of Labor, Bureau of Labor Statistics. (2018, April 10). *Occupational*

- 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.<sup>18</sup>

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.<sup>19</sup>
- 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.<sup>19</sup>

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.<sup>20</sup>
- 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.<sup>19</sup>

Occupations in this program of study have bright outlooks nationally and statewide.<sup>19</sup> **Figure 1 and 2** outline the related career opportunities and the training necessary for each.

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*Outlook Handbook, 2017-18 Edition.* Retrieved from <http://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm#tab-6>

<sup>18</sup> Tennessee Department of Labor & Workforce Development. (2018). *Supply and Demand Data.* Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occpj>

<sup>19</sup> United States Department of Labor, Bureau of Labor Statistics. (2018, April 10). *Occupational Outlook Handbook, 2017-18 Edition.* Retrieved from <http://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm#tab-6>

<sup>20</sup> United States Department of Labor, Bureau of Labor Statistics. (2018, April 10). *Occupational Outlook Handbook, 2017-18 Edition.* Retrieved from <http://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm#tab-6>

**Figure 1.** Tennessee employment projections for educational therapy and support-related occupations with positive job openings projected 2014-24.<sup>21</sup>

Occupation	2014 Estimated Employment	2024 Projected Employment	Total 2014- 2024 Employment Change	Total Percent Change	Median Salary
<b>Audio-Visual and Multimedia Collections Specialists</b>	120	130	10	6.70%	\$42,250
<b>Child, Family, and School Social Workers</b>	4,720	5,070	340	7.20%	\$41,240
<b>Community and Social Service Specialists, All Other</b>	880	970	90	10.40%	\$38,490
<b>Educational, Guidance, School, and Vocational Counselors</b>	4,700	5,230	540	11.40%	\$46,930
<b>Instructional Coordinators</b>	1,790	1,990	200	11.40%	\$61,820
<b>Social and Human Service Assistants</b>	2,470	2,870	400	16.10%	\$30,150
<b>Speech-Language Pathologists</b>	2,350	2,940	590	25.10%	\$70,810

**Figure 2.** National trends for educational therapy and support occupations with positive projections from 2014 to 2024.<sup>22</sup>

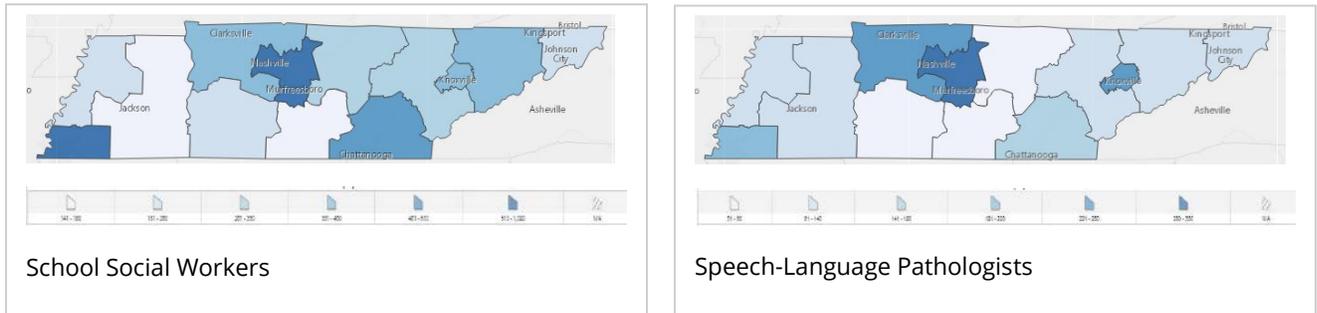
United States	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Instructional Coordinators	151,100	161,600	+7%	2,510
Speech-Language Pathologists	135,400	164,300	+21%	6,310
Educational, Guidance, School, and Vocational Counselors	273,400	295,900	+8%	7,970

Job opportunities in educational therapy and support-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.

<sup>21</sup> Tennessee Department of Labor & Workforce Development. (2018). *Occupational Projections*. Retrieved from <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?session=occproj>

<sup>22</sup> United States Department of Labor, Employment and Training Administration. (2018). *Career One Stop*. Retrieved from <http://www.onetonline.org/link/summary/25-3099.00>

**Figure 3. 2014 Estimated Employment<sup>7</sup>**



### **Current Secondary Landscape**

In the 2016-17 school year, the new program of study Educational Therapy and Support was written. The open enrollment analysis for 2017-18 SY identifies that four schools implemented the new program of study. **Figure 4** shows the open enrollment analysis and student enrollment.

**Figure 4. Open Enrollment Analysis 2013-14 to 2019<sup>23</sup>**

Educational Therapy and Support	
<b>2017-18</b>	4
<b>2018-19</b>	3

#### Student Enrollment

SY	Educational Therapy and Support I	Educational Therapy and Support II	Educational Therapy and Support III	Educational Therapy and Support IV
<b>2017-18</b>	34	---	---	---

### **Postsecondary Opportunities**

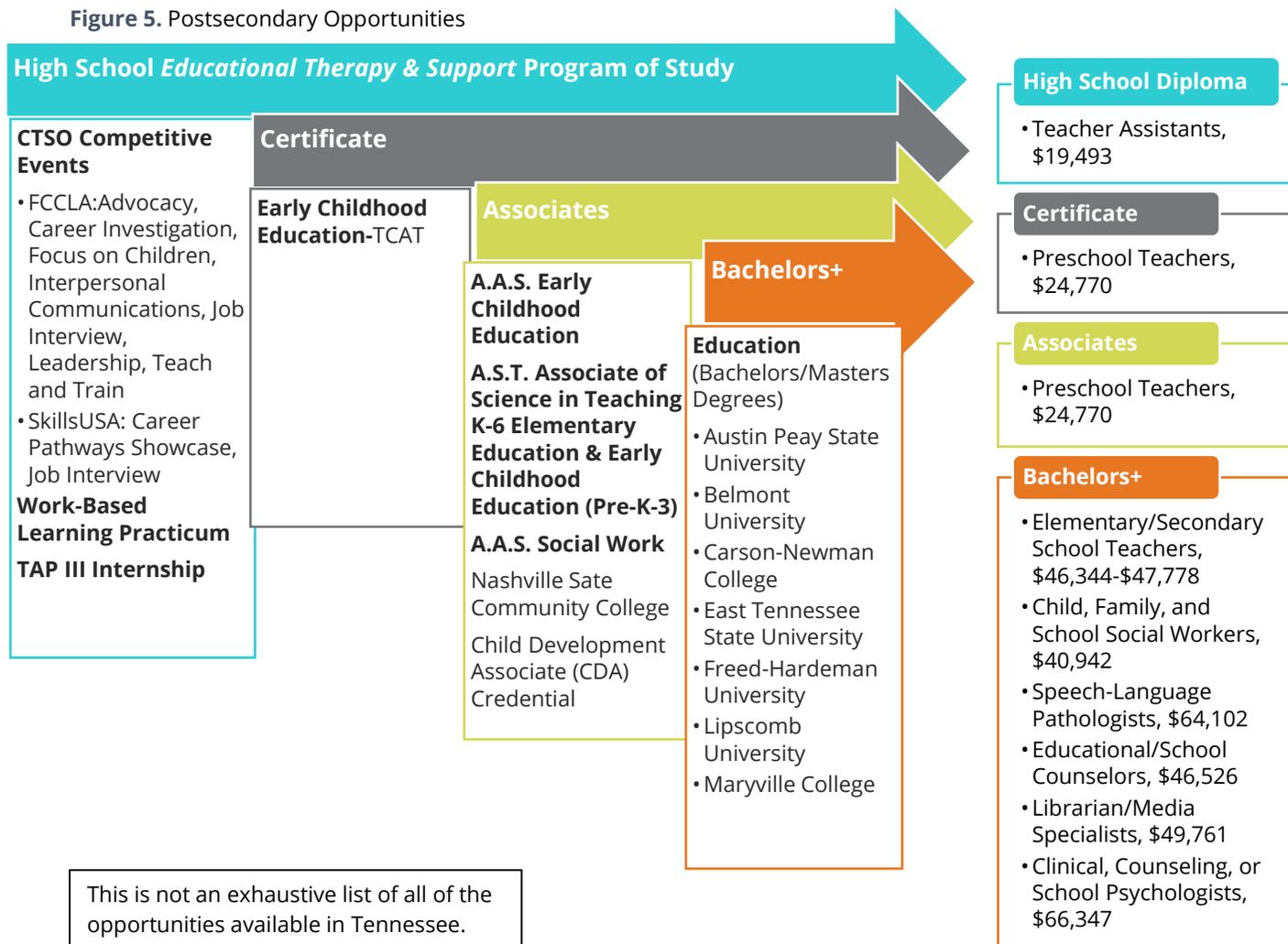
Upon completion of this program of study, students will have participated in an internship placement and built a professional portfolio in preparation for advanced training at the postsecondary level.

Educational Therapy and Support IV 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 school counselor, school psychologists, speech-language pathologist and other support services personnel. Students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this program of study, proficient students will be prepared to pursue advanced training and move seamlessly into a postsecondary institution.

<sup>23</sup> Tennessee Department of Education. (2017). *Student Enrollment Data*. Retrieved from Author's calculation of student enrollment data.

Figure 5 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 5. Postsecondary Opportunities



### **Recommendations**

No changes are recommended to the course standards in the program of study at this time. Continue to provide support to educational therapy and support teachers while they adjust to the new courses and standards.

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