ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER
Webinar Purpose

- To clarify expectations related to the integrated early childhood proposal requirements and submission process; and
- To provide submission guidance for completing proposals in TNAtlas.
Agenda

- Integrated Early Childhood Program Context
- Proposal Requirements
- TNAtlas Submission
- Iterative Review Timeline
- Resources
Beginning in 2025*, all prospective educators entering a preparation program for early childhood education will complete an approved integrated early childhood and special education program offered by a Tennessee educator preparation provider (EPP).

The following existing early childhood endorsements will be phased out by 2025*:

- Early Learning and Development pre-K-K
- Early Childhood Education pre-K-3
- Special Education Early Childhood pre-K-3

The department is no longer accepting proposals for the previous early childhood endorsements under current SBE policy.
Conditional Approval

- EPPs may use this process to apply for conditional approval to offer:
  - Integrated Early Childhood Birth-K
  - Integrated Early Childhood pre-K-3
- EPPs may propose both integrated endorsements on a single proposal.
Key Concepts

- **Integration** - the intentional blending of early childhood and special education instruction and practice within a preponderance of courses throughout preparation.

- **Embedded Instruction** - an approach used to promote child engagement, learning, and independence in everyday activities, routines, and transitions. This is accomplished by identifying times and activities when instructional procedures designed for teaching a child’s priority learning targets are implemented in the context of ongoing and naturally occurring activities, routines, and transitions in the classroom.

- **Clinical Experiences** – EPPs should strive for experiences with racially, linguistically, culturally, economically, and developmentally diverse populations.
All EPPs were asked to complete an intent to submit form indicting which review cycle they will submit a proposal for review.

Initial submission cycles include:
- May 24, 2021
- July 6, 2021
- Oct. 6, 2021
- Jan. 6, 2022
- After Jan. 6, 2022
Getting Started

- All integrated early childhood program reviews will be managed by TDOE with trained reviewers.
- All proposals will be submitted in TNAtlas. The reviews will be iterative; feedback will be provided.

<table>
<thead>
<tr>
<th>Initial Submission</th>
<th>Department Review</th>
<th>EPP Revisions</th>
<th>Department Re-Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See review cycle dates for current year on TDOE website)</td>
<td>90 days</td>
<td>45 days</td>
<td>60 days</td>
</tr>
</tbody>
</table>
Getting Started

- Review the requirements in Tennessee Educator Preparation Policy (5.504) and the Literacy and Specialty Area Standards for Educator Preparation Policy (5.505) carefully.

- All integrated early childhood proposal requirements, cover page, and standards spreadsheet can be found on the TDOE webpage.
SAP Proposal Components

- Cover Page
- Proposal Requirements
  - Section 1: Program Synopsis
  - Section 2: Program Curriculum
  - Section 3: Program Alignment to Standards
  - Section 4: Program Components
  - Section 5: Design of Clinical Experiences
  - Section 6: Candidate Assessment
  - Section 7: Optional Information
Cover Page: Integrated Early Childhood Specialty Area Program Conditional Approval Review Request

This cover page is to be completed and submitted as part of the SAP proposal process in TNAtlas. Complete one cover page for each proposal submitted.

Proposal Contact Name

Proposal Contact Title

Phone Number

Email Address

Required Proposal Signature

To the best of my knowledge, the information in this proposal is true and correct. I further verify that I will support its implementation.
Section 1: Program Synopsis

- High-level overview of the design and/or structure of the proposed program (narrative)
  - major(s);
  - program levels (undergraduate or post-baccalaureate);
  - clinical practice types (student teaching, internship, job-embedded);
  - justification for proposed program (e.g., regional need, communication with primary LEA partner); and
  - SAP goals related to the specific proposed program.
Section 1: Program Synopsis

- Overall approach to design the integrated endorsement program (narrative)
  - What factors were considered when working with early childhood and special education faculty to create this program (discussion topics, changes made within and across the institution, etc.)?
  - How was the idea of integration conceptualized and articulated among stakeholders involved in this process?
  - What conversations are occurring between the EPP and district partners regarding clinical experiences?
  - What additional details regarding the overall approach were taken into consideration?
Section 2: Program Curriculum

- Program of study (upload)
  - Candidate-facing document; outlines scope and sequence of entire program
  - One program of study required for each pathway

- Candidate admission requirements (narrative)
  - Review the Educator Preparation policy (5.504) carefully
    - Post-baccalaureate candidates require a baccalaureate degree from a regionally accredited IHE
    - Job-embedded candidates must hold an undergraduate major in the endorsement area or passing scores on the required content assessment
Section 2: Program of Study Example

Bachelor of Science in Education
SPED K-8 Intervention License with SPED K-12 Comprehensive Included (120 hrs)

Special Education: K-12 Comprehensive/K-8 Intervention

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>1st SEMESTER COURSES</th>
<th>Hrs.</th>
<th>Gr.</th>
<th>SUB</th>
<th>2nd SEMESTER COURSES</th>
<th>Hrs.</th>
<th>Gr.</th>
<th>SUB</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010 - English Composition I Req. C</td>
<td>3</td>
<td></td>
<td></td>
<td>ENGL 1020 English Composition II Req. C</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 1080 - Concepts of Biology</td>
<td>3</td>
<td></td>
<td></td>
<td>CHEM 1310r: Concepts of Chemistry</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 2010 – Early United States History</td>
<td>3</td>
<td></td>
<td></td>
<td>HIST 2020 – Modern United States History</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1410 – Number Concepts for Teachers Req. C</td>
<td>3</td>
<td></td>
<td></td>
<td>MATH 1420 Geometry Concepts for Teachers</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOED 1822: Introductory Field Experience &amp; Orientation OR FOED 1820 Introductory Field Experience Req. B</td>
<td>1</td>
<td></td>
<td></td>
<td>GEOG 1012: Cultural Geography</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOED 2011 Intro. Teaching &amp; Technology Req. B</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>14</td>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

TESTING REQUIREMENTS

You may take ONE of the following assessments for admission to TEP:

- **PRAKIS 1**: Core Academic Skills for Educators
  - Cut Scores: Writing = 162, Reading = 154, Math = 155
  - Codes: Writing = 5722, Reading = 5712, Math = 5732
  - OR ACT Composite Score of 21
  - OR SAT Score 1020

**PRAKIS 1 scores subject to change at any time.**

- Must obtain minimum 2.75 INCLUSIVE GPA to be admitted to TEP

SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>1st Semester Courses</th>
<th>Hrs.</th>
<th>Gr.</th>
<th>SUB</th>
<th>2nd Semester Courses</th>
<th>Hrs.</th>
<th>Gr.</th>
<th>SUB</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 2101: Fundamentals of Communication OR PC 2500: Communicating in the Profession</td>
<td>3</td>
<td></td>
<td></td>
<td>EDPY 2210 Educational Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Gen Ed Humanities/Fine Arts</td>
<td>3</td>
<td></td>
<td></td>
<td>ENGL 1130: Topics in American Literature</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOF 1070: Concepts of Geography</td>
<td>3</td>
<td></td>
<td></td>
<td>PHYS 1310: Concepts of Physics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 1130 Introductory Statistics or Math 1330 College Algebra</td>
<td>3</td>
<td></td>
<td></td>
<td>SPED 2010: Introduction to Special Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Gen Ed Social/Behavioral Science: AGSE 2101, ANTH 1100, ECON 2010, POLS 1030, PSY 1080, SOC 1010, EXPW 2015</td>
<td>3</td>
<td></td>
<td></td>
<td>Approved Gen Ed Humanities/ Fine Arts: ART 1033, MUS 1330, THEA 1330</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>15</td>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

BENCHMARK #2: Admission to Teacher Education Program

- Submit online: Formal Application to TEP
- Submit online: Interview Request Form
- Complete 3 Background Checks through the Office of Teacher Education
- Complete the ETFHS Background Check Waiver Agreement Form & Applicant Privacy Rights form
- Complete the Disposition Request Form (must come from Advisor, Education Faculty, and faculty in major teaching field)
- **TAKE PRAKIS 1: Core Academic Skills for Educators (if not exempt)**
- Maintain minimum of a 2.75 INCLUSIVE grade point average
## Section 2: Program of Study Example

### Multidisciplinary Studies, Computer Science Education Concentration, B.S.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Cr. Hrs.</th>
<th>Sophomore Year</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010-English Composition I</td>
<td>3</td>
<td>CSC 1200-Principles of Computing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2011-Intro to Teaching and Technology</td>
<td>2</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>FOED 1820-Introductory Field Experience OR</td>
<td>1</td>
<td>ENGL 2130-Topics in American Literature OR</td>
<td>3</td>
</tr>
<tr>
<td>FOED 1822-Intro Field Exp and Orientation</td>
<td>5</td>
<td>ENGL 2235-Topics in British Literature OR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1730-Pre-calculus Mathematics</td>
<td>4</td>
<td>ENGL 2330-Topics in World Literature</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences (Gen Ed)</td>
<td></td>
<td>HIST 2020-Modern United States History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total: 15</strong></td>
<td></td>
<td>Social/Behavioral Sciences Elective (Gen Ed)</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Cr. Hrs.</th>
<th>Second Semester</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1020-English Composition II</td>
<td>3</td>
<td>CSC 1300-Intro to Problem Solving &amp; Computer Programming</td>
<td>4</td>
</tr>
<tr>
<td>COMM 2025-Fundamentals of Communication OR</td>
<td>3</td>
<td>HEC 3500-Development: Mid Child/Adolesc</td>
<td>3</td>
</tr>
<tr>
<td>PC 2500-Communicating in the Professions</td>
<td>4</td>
<td>Humanities/Fine Arts Electives (Gen Ed)</td>
<td>6</td>
</tr>
<tr>
<td>MATH 1910-Calculus I</td>
<td>4</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences (Gen Ed)</td>
<td></td>
<td><strong>Total: 16</strong></td>
<td></td>
</tr>
<tr>
<td>HIST 2010-Early United States History</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Cr. Hrs.</th>
<th>Senior Year</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSED 3000-Digital Literacy and Computing</td>
<td>3</td>
<td>CUED 4700-Educational Data and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>CSED 3010-Programming Fundamentals &amp; Computational Thinking for Educators</td>
<td>3</td>
<td>SEED 4871-Residency I</td>
<td>5</td>
</tr>
<tr>
<td>FOED 3010-Integrating Inst Tech into the Class</td>
<td>3</td>
<td>SEED 4872-Professional Seminar</td>
<td>5</td>
</tr>
<tr>
<td>FOED 3820-Field Experiences in Education 1-2 [1 required]</td>
<td>5</td>
<td><strong>Total: 12</strong></td>
<td></td>
</tr>
<tr>
<td>MATH 2010-Introduction to Linear Algebra</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 3000-Teach Prs w/ Disabilities in the Reg Class</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total: 16</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Cr. Hrs.</th>
<th>Second Semester</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSED 3020-Computer Science Concepts for Teachers</td>
<td>3</td>
<td>SEED 4881-Residency II</td>
<td>10</td>
</tr>
<tr>
<td>CSED 3080-Computer Science Instructional Methods</td>
<td>3</td>
<td>SEED 4882-Professional Seminar II</td>
<td>2</td>
</tr>
<tr>
<td>ESLP 3100-ESL Pedagogy; SEED Methodology &amp; Materials</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>READ 3350-Teaching Reading in the Content Areas</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division Electives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total: 14</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Program Alignment to Standards

- Using the **Literacy and Specialty Area Standards for Educator Preparation Policy** (5.505), list and hyperlink to standards applicable to the proposed program(s) including:
  - InTASC
  - EPP literacy
  - Specialized Professional Association (SPA)
Section 3: Program Alignment to Standards

- In the Transitions worksheet of the department-generated spreadsheet, include:
  - Transition points (or gateways) and applicable benchmarks from admission to completion
### Section 3: Program Alignment to Standards

- In the InTASC, SPA, and EPP literacy worksheets of the department-generated spreadsheet, clearly align all courses and clinical experiences provided in the program of study (section 2) to each set of standards.

<table>
<thead>
<tr>
<th>InTASC Standards</th>
<th>Course Name and Description</th>
<th>Course Key Assessments and/or Assignments</th>
<th>Clinical Experiences and Key Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>Ex: EDU 460 General Elementary Methods (include hyperlinked course description)</td>
<td>Ex: edTPA mini-unit</td>
<td>Ex: edTPA learning context</td>
</tr>
</tbody>
</table>
### Section 3: Program Alignment to Standards

- If multiple pathways are proposed in a single proposal, please differentiate by pathway (e.g., undergraduate, post-baccalaureate, job-embedded).

<table>
<thead>
<tr>
<th>Transition Point #1:</th>
<th>UG Transition Points</th>
<th>UG InTASC</th>
<th>UG NAEYC standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Admission to Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pathway & Standards Identified

Ex: High school transcript analysis complete
Section 4: Program Components

- Using the Literacy and Specialty Area Standards for Educator Preparation Policy (5.505), clearly address the applicable program component for each proposed endorsement area by providing a narrative or including additional documentation. If the program components are addressed in other sections of the proposal, please indicate which section(s).
Section 4: Program Components

- Provide evidence (e.g., syllabus, example assessment, field experience handbook) demonstrating how early childhood and special education instruction and assessment content are taught together in a preponderance of courses rather than taught in isolated programming.

- Provide 2-3 detailed examples of how the program applies the principles/expectations of the DEC recommended practices, NAEYC professional competencies, and the NAEYC developmentally appropriate practices.
  - Examples should include how these practices and competencies are delivered in an integrated manner.
## Section 5: Design of Clinical Experiences

- **Clinical Experience sequence (upload)**
  - Include field experiences and clinical practice

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Hours</th>
<th>Field or Clinical Setting</th>
<th>Purpose of Field/Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 2400</td>
<td>12</td>
<td>Field</td>
<td>Three guided observations: 1.) elementary K-5 setting, 2.) ESL 6-12 setting, 3.) ESL setting</td>
</tr>
<tr>
<td>SPED 2300</td>
<td>10</td>
<td>Field</td>
<td>Ten hours of service learning in a community setting interacting with persons with disabilities</td>
</tr>
<tr>
<td>CUAI 3500</td>
<td>30</td>
<td>Field</td>
<td>Co-plan and co-teach a lesson; interview their field placement teacher about classroom procedures and routines; analyze instructional materials used to teach literacy, math, science and social studies</td>
</tr>
<tr>
<td>READ 3400</td>
<td>10</td>
<td>Field</td>
<td>Carry out shared reading or interactive read aloud; writing lesson; word study lesson</td>
</tr>
<tr>
<td>READ 3500</td>
<td>10</td>
<td>Field</td>
<td>Carry out guided reading, case study of an EL student</td>
</tr>
<tr>
<td>CUAI 4560</td>
<td>50</td>
<td>Clinical</td>
<td>Set up classroom, attend school meetings, greet students during first week of school, observe a grade level meeting, participate in Open House</td>
</tr>
</tbody>
</table>
Section 5: Design of Clinical Experiences

Using the **Educator Preparation Policy (5.504)**, provide a narrative that describes the design of the clinical experiences and support for candidates, including how the program:

- offers of well-integrated clinical experiences in a variety of collaborative and inclusive settings appropriate to their endorsement and role (e.g., home-based, clinical or center-based, public school-based setting); and addresses the full grade span of the endorsement area(s); and

- how the EPP will ensure the clinical experiences include children with and without disabilities educated together in inclusive settings to the greatest extent possible; and

- how candidates will be supervised and evaluated during clinical experiences
Section 6: Candidate Assessment

- Submit 1-3 candidate assessments (and any scoring mechanisms such as a rubric) and describe how these assessments provide opportunities for candidates to apply knowledge of:
  - child development across the full range of the endorsement,
  - embedded instruction,
  - responsive learning environment,
  - grade level academic standards,
  - instructional access points for all learners (EL, gifted, SWD, at-risk learners), and
  - quality Present Levels of Educational Performance (PLEPs) and functional goals for Individualized Education Programs (IEPs)

- If the assessments are not proprietary, provide plans for ensuring that the key assessments are valid and reliable.
Section 7: Optional Information

- Submit any additional information the EPP would like to provide to support the proposal.
Welcome to TNAAtlas

The TNAAtlas system is designed to facilitate data-driven, continuous improvement practices and processes for EPPs. TNAAtlas will provide access to current and historical EPP Annual Reports, operationalize EPP review and approval processes, and facilitate data collection for research purposes.

Log in

Email
Password

Log in
Reset Password
Click on "Reviews"
Click on "My EPP Reviews"
Click on the SAP Proposal
Assign Contributor(s)

- Cover Page
- Section 1: Program Synopsis
- Section 2: Program Curriculum
- Section 3: Program Alignment to Standards
- Section 4: Program Components
- Section 5: Design of Clinical Experiences
- Section 6: Candidate Assessment
- Section 7: Optional Information

☐ I agree to the Terms and Conditions®

Should you have any questions or encounter any difficulties while using TNAtlas, contact Educator.Preparation@tn.gov.

Submit
Program of Study Upload

Admission Requirements Narrative

Upload a clear and organized program of study (i.e., information presented to candidates during advising) which outlines the scope and sequence of the entire program (e.g., from program admission to completion including the specialty area/content major, professional education courses, clinical experiences, etc.). If more than one program pathway is proposed, a program of study should be included for each.

REQUIRED FILE UPLOAD(S): Min. 1 - Max. 5
Files Types Allowed: Word | PDF

Provide Evidence

Admission Requirements Narrative

Provide a narrative of descriptions of candidate admission requirements. Ensure all requirements in Educator Preparation Policy 5.304 are addressed, including but not limited to the following:
Candidates for admission to post-baccalaureate initial licensure programs must present evidence of a baccalaureate degree from a regionally accredited IHE. 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 or demonstrate content proficiency by submitting qualifying scores on the required content assessment(s).
Candidates for admission to additional endorsement programs must hold a valid TN teacher license. In addition, the Tennessee Education Preparation Policy, additional endorsement guidance is available on the department’s educator licensure website.

REQUIRED EVIDENCE: Text, Max 5000 Characters

Provide Evidence
Click on "Provide Evidence"
Provide a narrative here
If no optional information is uploaded, click the box next to "We choose not to submit this optional evidence."

Click "Submit to Admin"
The EPP administrator will need to approve each section.
Click on "I agree to the Terms and Conditions" and click "Submit."
# Proposal Timeline

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department review of proposals</td>
<td>90 days following submission</td>
</tr>
<tr>
<td>EPP proposal revisions</td>
<td>45 days following feedback</td>
</tr>
<tr>
<td>Final review outcome communicated</td>
<td>60 days following submitted revisions</td>
</tr>
</tbody>
</table>
Resources

- Tennessee Educator Preparation Policy (5.504)
- Literacy and Specialty Area Standards for Educator Preparation Policy (5.505)
- Tennessee Professional Assessments Policy (5.105)
- National Association for the Education of Young Children (NAEYC) Standards for Initial and Advanced Early Childhood Professional Preparation Programs
- Division for Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators
Additional Resources

- Crosswalk of DEC EI/ECSE standards with the NAEYC Professional Standards and Competencies for Early Childhood Educators
- Early Childhood Personnel Center (ECPC): Course Development and Curriculum Resources (includes sample syllabi)
- National Association for the Education of Young Children (NAEYC) Competencies for Early Childhood Educators
- National Association for the Education of Young Children (NAEYC) Developmentally Appropriate Practices
- Division for Early Childhood (DEC) Recommended Practices
- Early Childhood Technical Assistance Center (ECTA): Embedded Instruction Practices and Embedded Instructional Practices Checklist
Contact Information

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Michael.Deurlein@tn.gov

Annie Insana, senior director of educator preparation
Annie.Insana@tn.gov

Jennifer Nelson, director of engagement & partnerships
Jennifer.P.Nelson@tn.gov

Ron Blaylock, educator preparation program manager
Ron.Blaylock@tn.gov

Gary Smith, director of early childhood special education
Gary.X.Smith@tn.gov