
Literacy and Specialty Area Standards for Educator Preparation Policy 5.505

The Background:

Tennessee State Board of Education Literacy and Specialty Area Standards Policy 5.505 outlines the literacy and specialty area standards for all approved programs that lead to licensure.

This item proposes that approved programs in integrated early childhood education may recommend candidates for licensure in integrated, general education, or special education early childhood if candidates have qualifying scores on required assessments.

The proposed change mitigates potential challenges in staffing educators in high-need areas by ensuring continued access to options for licensure with endorsements that were previously set to retire.

Allowing State Board-approved candidates to be recommended for these endorsements on the basis of completion of an Integrated endorsement program and submitting qualifying scores on required assessments ensures consistent requirements across all candidate types and ensures consistent mechanisms for licensure recommendation and processing.

The Fiscal Analysis Impact:

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

Policy Justification:

T.C.A. § 4-5-230 requires that justification for adopting an item as a policy instead of a rule be submitted to the chair of the Government Operations Committee. This item is proposed to be adopted as a policy because it defines or explains the meaning of a statute or rule and/or concerns only the internal management of state government that does not affect private rights or privileges.

Connection to the [Master Plan](#):

This item supports the State Board's strategic focus on Literacy and Teachers and Leaders outlined in the Master Plan by ensuring pre-service teachers and teachers pursuing additional endorsements and degrees are equipped with the necessary knowledge base regarding literacy development, instruction, and intervention to support all learners within the classroom setting.

The Recommendation:

The Department of Education recommends acceptance of this item on first reading. The SBE staff concurs with this recommendation.