

**RULES OF THE STATE BOARD OF EDUCATION
CHAPTER 0520-02-04
EDUCATOR PREPARATION**

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0520-02-04-.01 Scope of Rules

All educator preparation providers and the licensure programs they offer must be approved by the State Board of Education.

0520-02-04-.02 Definitions

- (1) "Annual report" means detailed, candidate-level data for each Educator Preparation Provider (EPP) compiled each year. Annual reports provide evidence of EPP effectiveness and are used for ongoing approval.
- (2) "Candidate" means an individual enrolled in an educator preparation program that has been approved by the State Board.
- (3) "Clinical experiences" means guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings.
- (4) "Completer" means an individual who has completed the requirements of an educator preparation program that has been approved by the State Board. .
- (4) "Comprehensive review" means the review that each EPP must complete every seven (7) years in order to maintain state approval.
- (5) "Conditional approval" means the provider or specialty area program has met preconditions and demonstrated alignment to all appropriate standards and expectations. The provider or specialty area program has not yet been reviewed for the purpose of obtaining full approval.
- (6) "Department" means the Tennessee Department of Education.
- (7) "Endorsement Area" means the subject and/or grade level for which a licensed educator is prepared to provide instruction, leadership, or services in schools or districts. When applying for licensure, each teacher candidate must meet requirements in at least one (1) area of endorsement.
- (8) "EPP" means an Educator Preparation Provider responsible for managing, operating, or coordinating programs for the preparation of teachers and other school personnel that has been approved by the State Board of Education.
- (9) "ERO" means a Tennessee-based Education-Related Organization.

(Rule 0520-02-04-.02, continued)

- (10) “Focused review” means a review of an EPP that is triggered when an EPP does not meet one (1) or more standards during the comprehensive review.
- (11) “Full approval” means the approval status of an EPP that has met the requirements for initial approval, been approved by the State Board of Education, has participated in the annual review process each year, and has undergone a comprehensive review every seven (7) years.
- (12) “IHE” means a Tennessee-based Institution of Higher Education authorized by the Tennessee Higher Education Commission.
- (13) “Initial approval” means the first step of approval for new EPPs. The initial approval period shall last for a minimum of three (3) years and a maximum of five (5) years.
- (14) “Instructional Leader Preparation Program (ILPP)” means a program that is approved for the preparation of school leaders.
- (15) “Interim review” means a review of an EPP, a cluster of SAPs, or an individual SAP that is triggered by performance that is below expectations on the annual report for a minimum of two (2) consecutive years.
- (16) “LEA” means a Tennessee Local Education Agency.
- (17) “Primary LEA partnership” means a partnership between an EPP and one (1) or more LEAs in which both parties collaborate to establish an explicit process for identifying and responding to LEA-identified areas of need, developing candidate selection criteria, and designing and implementing high-quality, needs-based clinical experiences.
- (18) “Physical presence” means the entity has real estate and human capital within the boundaries of the state of Tennessee for the purpose of preparing educators.
- (19) “SAP” means a specialty area program that is a planned sequence of courses and experiences designed to provide certified educators with an additional, specific set of knowledge and skills or to expand and enhance an existing set of knowledge and skills.
- (20) “State Board” means the Tennessee State Board of Education.
- (21) “State recognized LEA partnership” means a partnership between an EPP and each LEA where enrolled candidates will complete any aspect of clinical experiences that has been submitted to the Department for recognition.
- (22) “Stipulation” means findings that require an EPP to address identified deficiencies in order to meet standards and expectations.
- (23) “Substantial change” means a variation from the original design that implements new requirements or expectations.

0520-02-04-.03 Eligible Educator Preparation Providers

- (1) Each Educator Preparation Provider (EPP) and specialty area program (SAP) that leads to licensure shall be approved by the State Board of Education (State Board).

(Rule 0520-02-04-.03, continued)

- (2) The following organizations are eligible to apply for State Board approval to serve as a Tennessee-approved educator preparation provider:
 - (a) A Southern Association of Colleges and Schools (SACS) accredited Tennessee-based Institution of Higher Education (IHE) authorized by the Tennessee Higher Education Commission (THEC).
 - (b) A Tennessee-based Education-Related Organization (ERO) with a physical presence in Tennessee.
 - (c) A Tennessee LEA or a consortium of Tennessee LEAs operating in good standing as defined by the Department.
 - (d) Out-of-state providers that hold approval in a state other than Tennessee and that meet the following conditions:
 1. Identified recruitment and placement goals as a component of the primary partnership and a goal of recommending at least ten (10) candidates for licensure in Tennessee per academic year. If at the point of review for full approval the provider has not met this goal, then the State Board may deny approval;
 2. Demonstrated capacity to provide effective mentoring and supervision for all licensure candidates completing clinical experiences in Tennessee public or non-public schools;
 3. Established selection criteria that meets or exceeds those minimum expectations established for Tennessee providers; and
 4. The ability to clearly identify program candidates and completers as affiliated with Tennessee for all federal reporting requirements.
- (3) Out-of-state providers that wish to operate in Tennessee without becoming a Tennessee-approved EPP based on approval from a state other than Tennessee shall submit to the Department a partnership agreement that includes at least one (1) LEA in Tennessee. If approved by the Department, these providers may implement a program approved in another state, but shall adjust the program to align with the Tennessee academic standards and the Tennessee educator evaluation system.

0520-02-04-.04 Approval of Educator Preparation Providers

- (1) Eligible EPPs that wish to offer educator preparation programs in Tennessee must complete a two (2)-step approval process:
 - (a) The entity must receive initial approval by the State Board to begin serving as an EPP; and
 - (b) The EPP must undergo a comprehensive review to achieve full state approval to continue serving as an EPP within five (5) years of initial approval.
- (2) An EPP seeking initial approval to prepare and recommend candidates for licensure shall participate in the initial approval process by submitting a proposal to the Department that contains, at a minimum, the following information:

(Rule 0520-02-04-.04, continued)

- (a) Evidence that the entity has the capacity to serve as an EPP and provide programs leading to licensure or endorsement;
 - (b) Evidence for how the EPP will address all applicable educator preparation standards approved by the State Board;
 - (c) Documentation of the engagement of at least one (1) primary LEA partner;
 - (d) A proposal for each SAP or cluster of SAPs that, at a minimum, includes alignment to Tennessee academic standards, candidate assessment, relevant clinical experience(s), the professional education standards approved by the State Board, and applicable specialty area standards approved by the State Board;
 - (e) Evidence that the faculty who teach courses or provide direct coaching to teacher or instructional leader candidates possess sufficient knowledge, skills, training, and expertise;
 - (f) A description of admissions procedures, including the criteria which must be met in order for a candidate to be fully admitted to the licensure program;
 - (g) Evidence of organizational and financial stability;
 - (h) Applicable provider characteristics, such as governance, control (private or public), regional accreditation agency, and THEC authorization; and
 - (i) If the provider is currently operating or has operated in Tennessee or any other state, evidence of program completers' effectiveness.
- (3) Proposals submitted for EPP initial approval shall be reviewed by the Department. After review of the proposal for initial approval, the Department shall recommend to the State Board one (1) of the following:
- (a) Initial approval. If initial approval is awarded, providers may begin enrolling and subsequently recommending candidates for licensure in approved specialty areas; or
 - (b) Denial of initial approval. If initial approval is denied, providers may not recommend candidates for licensure or identify programs as leading to licensure. Providers may submit a revised proposal for consideration during the next review period.
- (4) EPPs shall not publicize programs as leading to licensure prior to receiving initial approval.
- (5) All EPPs that receive initial approval shall submit annual report data to the Department.
- (6) Initial approval shall expire upon an EPP receiving full approval through the state-managed full-approval review or after five (5) years, whichever occurs first. If an EPP with initial approval has not received full approval within five (5) years, approval shall be revoked and the EPP may no longer enroll or recommend candidates for licensure.
- (7) An EPP may seek full approval after three (3) years in operation under initial approval by requesting a state-managed full-approval review.
- (8) Upon completion of the full-approval review, the Department shall recommend to the State Board one (1) of the following:

(Rule 0520-02-04-.04, continued)

- (a) Full approval. The EPP meets expectations on all standards and may recommend candidates for licensure.
 - 1. Exemplary status. The EPP exceeds expectations on a majority of the standards and meets expectations on all other standards.
 - 2. Full approval. The EPP meets expectation at the standard level on all indicators and may recommend candidates for licensure.
 - 3. Full approval, minor stipulations. The EPP meets all expectations at the standard level, but falls below expectations on one or more indicators. The EPP shall submit to the Department a plan for addressing the areas in need of improvement within three (3) months of the State Board action. If within a three (3)-year period the Department determines the areas in need of improvement are adequately addressed, then the State Board may approve the removal of minor stipulations. If within a three (3)-year period the Department determines the areas in need of improvement are not adequately addressed, the EPP may be required to participate in an interim review.
 - (b) Probationary approval, major stipulations. The EPP meets expectations on three (3) or more standards but falls below expectation on one (1) or more standard(s). An EPP that is issued probationary approval may recommend candidates for licensure but shall submit to the Department an improvement plan for addressing the areas in need of improvement within three (3) months of receiving probationary approval status from the State Board. Each year, the EPP shall present evidence that the provider is implementing the improvement plan and making progress toward meeting expectations. The EPP shall also participate in a focused review within three (3) years of receiving probationary approval from the State Board. The EPP shall not submit SAP proposals for conditional approval until the Department determines all deficiencies have been adequately addressed. The EPP shall specifically report on the progress made in each area of deficiency on their annual report for the three (3) years following the issuance of probationary approval.
 - (c) Denial of approval. The EPP falls below expectations on two (2) or more standards. EPPs that are denied approval shall no longer enroll new candidates and shall notify all current candidates of the status of its program. Denied programs may continue to serve candidates who can complete the program by the end of the semester that falls twelve (12) months after the date of the denial of approval. The EPP shall assist candidates who are unable to complete the program within this period in transferring to another degree program at the institution or to another EPP. The EPP may not re-apply for conditional approval for at least three (3) years from the date of denial.
- (9) The State Board has final authority on all provider and program decisions related to educator preparation.

0520-02-04-.05 Approval of Specialty Area Programs

- (1) An approved EPP that is seeking conditional approval of a new SAP or of an existing SAP that has undergone substantial revision shall submit a SAP proposal to the Department that includes:
 - (a) A proposal for each SAP;

(Rule 0520-02-04-.05, continued)

- (b) Evidence of alignment of the SAP with applicable professional standards, applicable literacy standards, and applicable specialty area standards; and
 - (c) Requirements for clinical experiences, including at least one (1) type of clinical practice.
- (2) After review of the proposal, the Department shall issue conditional SAP approval or denial of SAP approval. SAPs that are denied approval shall be provided an opportunity to resubmit the proposal to correct any identified deficiencies.
 - (3) After a SAP has received conditional approval, an EPP may enroll and subsequently recommend candidates for licensure in the approved specialty area. EPPs shall not advertise programs as leading to licensure prior to receiving conditional approval.
 - (4) After three (3) years of data is available for the conditionally approved SAP, it will be reviewed for full approval during the EPP's next comprehensive review.
 - (5) In order for a SAP to receive full approval, it must meet the requirements and expectations outlined in the comprehensive review.
 - (6) If the SAP does not meet the requirements and expectations for full approval, then approval for the SAP may be denied. If full approval is denied, then the EPP may not advertise the program as leading to licensure.
 - (7) Failure by an EPP to request a program review for a new SAP or a SAP that has undergone substantial change may result in its candidates being ineligible for licensure.
 - (8) EPPs that wish to offer an instructional leader prep program shall submit a proposal to the Department that demonstrates alignment to the instructional leader preparation standards.
 - (9) A SAP may include multiple endorsements. However, EPPs may only recommend initial licensure candidates for a single approved SAP.

0520-02-04-.06 Program Requirements

- (1) EPPs shall ensure that all programs that lead to licensure adequately address professional education standards and relevant specialty area standards.
- (2) Baccalaureate level programs offered by an EPP shall require candidates to meet general education standards that require a candidate to demonstrate knowledge and skills in the following standards:
 1. Knowledge and Skills Pertaining to All Areas;
 2. Communication;
 3. Humanities and the Arts;
 4. Social Science and Culture;
 5. Science and Technology; and
 6. Mathematical Concepts and Applications

(Rule 0520-02-04-.06, continued)

- (3) EPPs shall ensure candidates are prepared to deliver or lead instruction that enables students to master the Tennessee Academic Standards. Programs should ensure that candidates master the content covered in the areas for which they are prepared to teach. EPPs should align coursework clinical experiences, and candidate assessment systems to appropriate standards for each specialty area.
- (4) All EPPs shall require that candidates demonstrate content knowledge in the specialty area program.
- (5) EPPs shall provide training to support candidates' readiness to deliver or lead instruction informed by Response to Instruction and Intervention Framework (RTI²). Teacher candidates not seeking endorsement in Special Education shall be prepared to deliver instruction and intervention at the Tier I and II levels.
- (6) EPPs shall provide training to support candidates' understanding of the state-approved educator evaluation framework.
- (7) EPPs shall provide candidates training on the teacher code of ethics outlined in T.C.A. § 49-5-1001 through 49-5-1005.
- (8) Pursuant to T.C.A. § 49-5-513, EPPs shall provide candidates with instruction on what is constitutionally permissible with teaching religious content and strategies for dealing with religious content in curriculum that are educationally sound, fair, neutral, and objective.

0520-02-04-.07 Provider and Program Reviews and Annual Reports

- (1) In order to maintain full state approval, EPPs shall participate in a comprehensive review every seven (7) years. EPPs may elect to pursue ongoing full state approval through a state-managed comprehensive review or a comprehensive review managed by an educator preparation accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) and the State Board. The state-managed comprehensive review shall be conducted in accordance with the policies and procedures developed by the Department.
- (2) Each comprehensive review, either state-managed or managed by an educator preparation accrediting agency recognized by CHEA and the State Board, shall include, at a minimum, the following components:
 - (a) Six (6) months prior to an EPP's comprehensive review, the Department shall evaluate data from the EPP's three (3) most recent annual reports and determine if the EPP and each SAP or cluster of SAPs meet expectations.
 - (b) EPPs shall submit evidence demonstrating alignment to the educator preparation provider standards, the professional education standards, all applicable literacy standards, and all applicable specialty area standards approved by the State Board.
 - (c) A trained comprehensive review team shall be appointed for each EPP undergoing comprehensive review and shall be responsible for, at a minimum:
 1. Reviewing all required evidence submitted by the EPP against the rubrics approved by the Department;
 2. Reviewing annual report data for the EPP from the applicable review cycle;

(Rule 0520-02-04-.07, continued)

3. Conducting an on-site visit; and
 4. Recommending an approval status to the Department.
- (3) Following each comprehensive review, the Department shall recommend to the State Board one (1) of the following:
- (a) Full approval. The EPP meets expectations on all standards and indicators and may recommend candidates for licensure.
 1. Full approval, exemplary status. The EPP exceeds expectations on a majority of the standards and meets expectations on all other standards and indicators.
 2. Full approval. The EPP meets expectation at the standard level on all indicators and may recommend candidates for licensure.
 3. Full approval, minor stipulations. The EPP meets all expectations at the standard level, but falls below expectations on one or more indicators. The EPP must submit to the Department a plan for addressing the areas in need of improvement within three (3) months of the State Board action. If within a three (3)-year period the Department determines the areas in need of improvement are adequately addressed, then the State Board may approve the removal of minor stipulations. If within a three (3)-year period the Department determines the areas in need of improvement are not adequately addressed, then the EPP may be required to participate in an interim review.
 - (b) Probationary approval, major stipulations. The EPP meets expectations on three (3) or more standards but falls below expectation on one (1) or more standard(s). An EPP that is issued probationary approval may recommend candidates for licensure but shall submit to the Department an improvement plan for addressing the areas in need of improvement within three (3) months of receiving probationary approval status from the State Board. Each year, the EPP shall present evidence that the provider is implementing the improvement plan and making progress toward meeting expectations. The EPP shall also participate in a focused review within three (3) years of receiving probationary approval from the State Board. The EPP shall not submit SAP proposals for conditional approval until the Department determines all deficiencies have been adequately addressed. The EPP shall specifically report on the progress made in each area of deficiency on their annual report for the three (3) years following the issuance of probationary approval.
 - (c) Denial of approval. The EPP falls below expectations on two (2) or more standards. EPPs that are denied approval shall no longer enroll new candidates and shall notify all current candidates of the status of its program. Denied programs may continue to serve candidates who can complete the program by the end of the semester that falls twelve (12) months after the date of the denial of approval. The EPP shall assist candidates who are unable to complete the program within this period in transferring to another degree program at the institution or to another EPP. The EPP may not re-apply for conditional approval for at least three (3) years from the date of denial.
- (4) The Department shall manage an interim review process for EPPs, cluster of SAPs, or individual SAPs that have been identified as performing below expectations on the annual report for a minimum of two (2) consecutive years at any point. The Department may manage an interim review process for EPPs with initial approval that perform below expectations as reported on the

(Rule 0520-02-04-.07, continued)

- annual report at any point during the initial approval period. Following an interim review, the Department may make a recommendation for approval status change, including denial of approval, to the State Board. If an EPP refuses to participate in an interim review, then the Department may make a recommendation for approval status change, including denial of approval, to the State Board.
- (5) The Department shall manage a focused review process for EPPs, clusters of SAPs, or individual SAPs that receive probationary approval based on the comprehensive review. The Department shall appoint a review team responsible for reviewing the EPP's progress on implementation of the required improvement plan. As a result of a focused review, the Department may make an approval status change recommendation, including denial of approval, to the State Board.
- (6) EPPs shall annually submit to the department the following:
- (a) Any substantial changes to the approved EPP or SAP(s), including changes to accreditation status, parent organization, primary partnerships, the requirements for selection, structure of the program of study, clinical requirements, or candidate assessment systems;
 - (b) Contact information, including primary contact information and verification of the designated head of the EPP and approved certification or licensure officers; and
 - (c) Progress reports addressing any stipulations, including all required focused or interim reviews, identified in the most recent comprehensive review, if applicable.
- (7) Each EPP shall annually verify or submit all information identified by the Department for inclusion in an annual report. Annual reports provide evidence of performance of the provider and specialty area programs or clusters of programs and shall include, at a minimum, the following:
- (a) Metrics related to recruitment and selection of candidates, such as selectivity characteristics.
 - (b) Goals related to the recruitment and program retention of candidates from underrepresented demographics including race, ethnicity, and gender;
 - (c) Information on completer and job-embedded candidate employment in qualifying positions in Tennessee public schools;
 - (d) Completer and job-embedded candidate retention in Tennessee public schools following initial employment;
 - (e) Results from a program completer satisfaction survey;
 - (f) Results from an employer satisfaction survey administered to all primary partner LEAs and any LEA employing more than twenty-five percent (25%) of the program completer cohort;
 - (g) Completer outcomes including, but not limited to, program completion rates and pass rates on required licensure assessments;
 - (h) Job-embedded candidate outcomes, if applicable, including but not limited to pass rates on required licensure assessments; and

(Rule 0520-02-04-.07, continued)

- (i) Completer and job-embedded candidate impact as measured by components of an approved Tennessee educator evaluation model including, overall levels of effectiveness, observation scores, and individual growth scores.
- (8) EPPs with approved instructional leader preparation programs shall annually verify or submit all information identified by the Department for inclusion in the annual report. The Department shall, at a minimum, include the following ILPP metrics in the annual report:
- (a) Metrics related to recruitment and selection;
 - (b) Information on employment and retention, including the percentage of completers employed in a qualifying instructional leadership position and the percentage of completers retained in a qualifying instructional leadership position after initial employment as a leader;
 - (c) Results from a program completer satisfaction survey;
 - (d) Results from an employer satisfaction survey administered to all primary partner LEAs;
 - (e) Completer outcomes including, but not limited to, program completion rates and pass rates on required licensure assessments; and
 - (f) Completer impact as measured by components of an approved Tennessee educator evaluation model.

0520-02-04-.08 Admission to Educator Preparation Programs

- (1) Candidates for admission to a baccalaureate level educator preparation program shall, at a minimum, meet the following criteria:
- (a) A minimum postsecondary grade point average (GPA) of 2.75 at the time of admission to the EPP;
 - (b) A qualifying score on a nationally-normed assessment of general knowledge as established by the State Board; and
 - (c) Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee bureau of investigation (TBI) and the federal bureau of investigation (FBI) in accordance with T.C.A. § 49-5-5610.
- (2) Candidates for admission to a post-baccalaureate educator preparation program shall, at a minimum, meet the following criteria:
- (a) A minimum overall GPA of 2.75 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited IHE;
 - (b) Evidence of a baccalaureate or graduate degree from a regionally accredited IHE;

(Rule 0520-02-04-.08, continued)

- (c) Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation (TBI) and the Federal Bureau of Investigation (FBI) in accordance with T.C.A. § 49-5-5610; and
 - (d) For admission to programs that include job-embedded clinical practice, a degree with a major in the specialty area or qualifying scores on the required content assessment.
- (3) Candidates for admission to an instructional leader preparation program shall, at a minimum, meet the following criteria:
- (a) Have successfully completed a teacher preparation program and hold a valid teacher license from Tennessee or from a state other than Tennessee;
 - (b) Have at least two (2) years of qualifying education experience as defined by the Department;
 - (c) Have demonstrated effectiveness as an educator in the most recent two (2) years as evidenced by a state-approved evaluation model or similar measure for educators employed in schools that do not utilize a state-approved evaluation model;
 - (d) Have demonstrated leadership potential in accordance with guidelines developed by the department; and
 - (e) Be recommended by an LEA and participate in an interview conducted by a program admissions committee.
- (4) EPPs may establish additional or more rigorous admission requirements than the state minimum requirements, provided they are in compliance with all state and federal laws, rules, and regulations.
- (5) To admit candidates on appeal, EPPs must submit an admissions appeal procedure process to the Department for approval. If the Department denies an admissions appeal procedure process, the EPP shall not admit candidates on appeal. Each EPP with an approved admission appeal procedure shall report to the Department the names, academic qualifications, and basis on which candidates were admitted on appeals each year.
- (6) Each EPP shall report to the Department each candidate admitted to the educator preparation program and identify each candidate admitted on appeal.

0520-02-04-.09 Partnerships

- (1) All EPPs shall have a partnership with each LEA where enrolled candidates are placed for clinical experiences.
- (2) Each Tennessee-based EPP shall have at least one (1) primary partnership with an LEA in which both parties collaborate to establish an explicit process for identifying and responding to LEA-identified areas of need, developing candidate selection criteria, and designing and implementing high-quality, needs-based clinical experiences. The primary partnership shall also establish the roles and responsibilities of EPP faculty and LEA staff, including clinical mentors and supervisors and establish clear expectations regarding the delivery of candidate support and evaluation.

(Rule 0520-02-04-.09, continued)

- (3) All EPPs shall establish state-recognized partnerships with LEAs with which they do not have a primary partnership, but where enrolled candidate are placed for clinical experiences. State-recognized partnerships, at a minimum, shall establish the roles and responsibilities of EPP faculty and LEA staff, including clinical mentors and supervisors and establish clear expectations regarding the delivery of candidate support and evaluation.
- (4) Out-of-state and online EPPs that place candidates in Tennessee LEAs for clinical experiences shall have formal state-recognized partnership agreements with the school districts hosting their candidates. This includes placement of candidates who are employed as teachers-of-record while completing preparation programs through the job embedded clinical practice option. Out-of-state and online EPPs must submit district partnership agreements to the Department in order to receive partnership recognition from the state.
- (5) Pursuant to T.C.A. § 49-5-5631, all full-time faculty members, including academic deans or executive leaders, in a Tennessee approved EPP, who are involved in the preparation of teachers, shall further their professional development through direct personal involvement in a public school or LEA on an annual basis. Each primary partnership agreement shall detail the faculty involvement. Direct faculty involvement shall include at least one (1) of the following activities:
 - (a) Professional learning targeted to or led by pre-K through grade twelve (pre-K-12) educators;
 - (b) Professional learning focused on local education agency specific educational initiatives;
 - (c) Direct instruction to pre-K through grade twelve (pre-K-12) students;
 - (d) Curriculum development;
 - (e) District level strategic partnerships; or
 - (f) Direct observation of pre-K through grade twelve (pre-K-12) classrooms.

0520-02-04-.10 Clinical Experiences

- (1) Each EPP shall provide candidates with clinical experiences. EPPs shall design these experiences to provide candidates with opportunities to build and demonstrate content knowledge, pedagogical knowledge, and pedagogical content knowledge. These experiences shall reflect the breadth of the grade span and the depth of the content reflected by the specialty area(s) in which the candidate is being prepared.
- (2) Each candidate shall complete field experiences and at least one (1) clinical practice in order to successfully complete an educator preparation program.
- (3) Field experiences shall provide early and ongoing practice opportunities to apply content and pedagogical knowledge in settings reflective of the specialty area(s) in which the candidate is being prepared.
- (4) Clinical practice refers to intensive field-based responsibilities, assignments, tasks, activities, and assessments. These experiences help candidates to develop and demonstrate their preparedness to be effective educators in the classroom. For each SAP, EPPs shall offer a

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- program of study aligned with relevant standards and clinical experiences, including at least one (1) type of clinical practice.
- (5) EPPs shall develop requirements for completion of clinical practice and outline the causes and procedures by which the clinical practice can be terminated. Candidates who do not successfully complete clinical practice shall not be recommended for licensure.
 - (6) Prior to participating in a clinical practice, post-baccalaureate program candidates shall receive training on the professional education standards.
 - (7) Clinical practice sites may include Tennessee public schools, including public charter schools and Tennessee state special schools, or Category 1 non-public schools. Category 2 or Category 3 non-public schools may serve as placement sites for no more than half of the candidate's clinical practice. Category 4 and 5 schools shall not be used as placement sites. If extraordinary circumstances arise that prevent a candidate from completing the clinical experience in Tennessee, the EPP may request permission for the candidate to complete the clinical practice in another state, provided the candidate has completed all course requirements of the preparation program with the exception of the clinical practice. Information of candidates that complete the clinical practice outside of Tennessee shall be included on the annual report.
 - (8) EPPs shall ensure all candidates participating in a clinical practice have a school-based clinical mentor.
 - (9) Educators who serve as a school-based clinical mentor in a public school setting shall, at a minimum:
 - (a) Be identified as a highly effective educator as evidenced by the state-approved evaluation model and defined by the Department; and
 - (b) Be appropriately licensed and endorsed in the area where they will be mentoring the candidate.
 - (10) School-based clinical mentors shall be provided with release time for coaching, observation, evaluation, or other activities related to the clinical practice that occur during the school day.