

TENNESSEE LICENSURE
STANDARDS AND INDUCTION
GUIDELINES



TENNESSEE DEPARTMENT
OF EDUCATION

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0520-2-3-.21 EFFECTIVE DATES.

- (1) Teacher candidates seeking licensure and endorsement in the following areas of endorsement shall meet the requirements of Rules 0520-2-3-.01(1) through (9) and 0520-2-3-.11 by the effective dates listed below. Revised areas of endorsement are superseded according to the dates listed below.

| Endorsement Area | Effective Date Sept. 1 | Superseded Date Aug. 31 |
|---|---------------------------|----------------------------|
| Early Childhood and Elementary Education | | |
| Early Development and Learning PreK-K | 2009 | |
| Early Childhood Education PreK-3 | 2008 | |
| Early Childhood Education PreK-4 | 2002 | 2008 |
| Elementary Education K-6 | 2007 | |
| Elementary Education K-8 | 2001 | 2007 |
| Elementary Education 1-8 | 1994 | 2003 |
| Middle Grades Education 4-8 | 2008 | |
| Middle Grades Education 5-8 | 2001 | 2008 |
| Reading (PreK-4, PreK-3, K-8, K-6, 5-8, 4-8) | 2002 | |
| Secondary Education: Academic | | |
| English 7-12 | 2001 | |
| French PreK-12 7-12 | 2001 | |
| German PreK-12, 7-12 | 2001 | |
| Latin PreK-12, 7-12 | 2001 | |
| Russian PreK-12, 7-12 | 2001 | |
| Spanish PreK-12, 7-12 | 2001 | |
| Other Foreign Language PreK-12, 7-12 | 2001 | |
| Mathematics 7-12 | 2001 | |
| Biology 7-12 | 2001 | |
| Chemistry 7-12 | 2001 | |
| Physics 7-12 | 2001 | |
| Physics 9-12 | 2001 | |
| Earth Science 9-12 | 2001 | |
| History 7-12 | 2001 | |
| Government 7-12 | 2001 | |
| Geography 7-12 | 2001 | |
| Economics 7-12 | 2001 | |
| Psychology 7-12 | 2001 | |
| Sociology 7-12 | 2001 | |
| Speech Communication 7-12 | 1995 | |

Secondary Education: Career and Technical

| | | |
|--|------|------|
| Agriculture Education 7-12 | 2009 | |
| Agriscience 7-12 | 2009 | |
| Vocational Agriculture | 1994 | 2009 |
| Agriscience 7-12 | 1994 | 2009 |
| Business Education 7-12 | 2004 | |
| Business Technology 7-12 | 2004 | |
| Basic Business 7-12 | 1994 | 2004 |
| Keyboarding 1-6 and 7-12 | 1994 | 2004 |
| Shorthand | 1994 | 2004 |
| Data Processing | 1994 | 2004 |
| Office Technology | 1994 | 2004 |
| Family and Consumer Sciences 5-12 | 2008 | |
| Food Production and Mngt Services 9-12 | 2008 | |
| Early Childhood Care and Services 9-12 | 2008 | |
| Textile and Apparel Pro and Svcs Mngt 9-12 | 2008 | |
| Consumer and Homemaking 5-12 | 1994 | 2008 |
| Care/Guidance of Children 9-12 | 1994 | 2008 |
| Food Management, Production & Svcs 9-12 | 1994 | 2008 |
| Clothing Mngt, Production & Svcs 9-12 | 1994 | 2008 |
| Technology Engineering Education | 2005 | |
| Technology Education 5-12 | 1994 | 2005 |
| Marketing Education 7-12 | 2010 | |
| Marketing 7-12 | 1994 | 2010 |

Visual and Performing Arts K-12

| | | |
|---------------------------------|------|------|
| Visual Arts K-12 | 2009 | |
| Visual Arts K-12 | 1994 | 2009 |
| Vocal/General Music K-12 | 2009 | |
| Vocal/General Music K-12 | 1994 | 2009 |
| Instrumental/General Music K-12 | 2009 | |
| Instrumental Music K-12 | 1994 | 2009 |
| Theatre K-12 | 1995 | |
| Dance K-12 | 2009 | |

Special Education

| | | |
|-------------------------------------|------|------|
| SE Preschool/Early Childhood PreK-3 | 2008 | |
| SE Preschool/Early Childhood PreK-4 | 2006 | 2008 |
| SE Preschool/Early Childhood PreK-1 | 1995 | 2006 |
| SE Modified Program K-12 | 2006 | |
| SE Modified Program K-12 | 1995 | 2006 |
| SE Comprehensive Program K-12 | 2008 | |
| SE Comprehensive Program K-12 | 1995 | 2008 |
| SE Vision PreK-12 | 2009 | |
| SE Vision PreK-12 | 1995 | 2009 |
| SE Hearing PreK-12 | 1995 | |

| | | |
|--|------|------|
| SE Speech-Language Teacher PreK-12 (A) | 2007 | |
| SE Speech-Language Teacher PreK-12 (B) | 2007 | |
| SE Speech/Language PreK-12 | 1995 | 2010 |
| <hr/> | | |
| Health and Physical Education | | |
| Health and Wellness Education K-12 | 2009 | |
| Health K-12 | 1995 | 2009 |
| Physical Education K-12 | 2009 | |
| Physical Education K-12 | 1995 | 2009 |
| <hr/> | | |
| Occupational Education | | |
| Health Sciences Education 9-12 | 2002 | |
| Trade and Industrial Education 9-12 | 2002 | |
| <hr/> | | |
| Other | | |
| English as a Second Language PreK-12 | 1999 | |
| Reading Specialist PreK-12 | 2005 | |
| Library Information Specialist PreK-12 | 2000 | |
| Gifted Education PreK-12 | 2009 | |
| <hr/> | | |
| Professional School Service Personnel | | |
| School Counselor PreK-12 | 2007 | |
| School Social Worker PreK-12 | 1996 | |
| School Psychologist PreK-12 | 2001 | |
| Sp Ed School Audiologist PreK-12 | 2006 | |
| Sp Ed School Spch-Lang Patholgst PreK-12 | 2006 | |

ADMISSION TO TEACHER EDUCATION PROGRAMS

Paragraphs (12) and (13) of State Board of Education Rule 0520-2-4-.01
(Certification-General Regulations):

- (12) Approval of Teacher Education Programs and Institutions. All programs of teacher education and the institutions providing these programs must be approved by the State Board of Education. This shall be done according to standards and procedures established by the State Board of Education.
- (13) Admission to Teacher Education Programs.
- (a) Each institution of higher education offering teacher education programs will develop and submit to the State Department of Education a description of its admissions procedures, taking into account the Teacher Education Policy (January, 1988, as the same may be amended), National Council of Accreditation of Teacher (NCATE) standards, and guidelines promulgated by the State Board of Education.
- (b) Praxis I, an assessment of academic skills, will be used as a part of the admissions process for entrance into teacher education. Praxis I offers two testing formats, the Pre-Professional Skills Test (PPST), in a paper-and-pencil format and the Computer-Based Academic Skills Assessments in a computer delivered format. Either form is acceptable.
1. Candidates seeking admission to approved teacher education programs in Tennessee colleges and universities shall attain scores as follows on either the Pre-Professional Skills Test or the Computer-Based Academic Skills Assessments.

| | Pre-Professional Skills Test | Computer-Based Academic Skills Assessment |
|-------------|---------------------------------|--|
| Mathematics | 173 | 318 |
| Reading | 174 | 321 |
| Writing | 173 | 319 |

2. Candidates who fail to pass any required subtest(s) of the Praxis I may retake such subtests as often as such tests are administered. Candidates retaking any of the subtests must attain cut off scores in effect at the retesting time.

3. Persons who fail the tests after having taken them twice may appeal. Each institution of higher education will establish an appeals committee to evaluate the appeal of a person who has failed the tests but appears strong on other admissions criteria established by the institution. Appeals procedures and criteria will take into account the Teacher Education Policy and NCATE standards.
- (c) Admissions procedures will specify the process by which failure to meet standards may be appealed. Each institution will report to the State Department of Education annually (1) the number of students admitted to teacher education programs, and (2) the number admitted on appeal.
 - (d) NCATE standards for admission to teacher education programs will apply to all candidates for teacher education, beginning with those seeking admission to teacher education programs in fall 1990.
 - (e) Candidates seeking admission to approved teacher education programs in Tennessee who have attained a composite score of 21 or above on the American College Testing Program (ACT) or a composite score of 22 or above on the Enhanced ACT Assessment or who have attained a combined verbal and mathematical score of 920 or above on the Scholastic Aptitude Test (SAT) or a combined verbal and mathematical score of 1,020 or above on the recentered Scholastic Achievement Test (SAT) shall be exempt from taking a state-mandated test for admission.
 - (f) Candidates with a baccalaureate degree from a regionally accredited institution seeking admission to approved graduate level teacher education programs in Tennessee shall be exempt from taking a state-mandated test for admission provided the institution establishes appropriate test requirements.

Guidelines For Admission To Teacher Education Programs

1. Each teacher education institution will develop and submit to the State Department of Education a description of its admissions procedures, taking into account the Teacher Education Policy and NCATE standards.
2. Admissions procedures will include an interview of each candidate by an admissions board composed of one or more persons from the practicing profession as well as one or more persons from the teacher education, liberal arts, or other appropriate faculties.
3. Admissions procedures will specify the process by which failure to meet standards may be appealed.
4. The admissions process will specify the point at which the candidate is admitted to teacher education. Institutions will notify candidates in writing regarding their admission to teacher education.
5. The PRAXIS I, a standardized test of basic skills, will be used as a part of the admissions process for entrance into teacher education. Persons who fail the PRAXIS I after having taken it twice may appeal. Each campus will establish an appeals committee to evaluate the appeal of a person who has failed the PRAXIS I but appears strong on other admissions criteria established by the institution. Appeals procedures and criteria will take into account the Teacher Education Policy and NCATE standards. If an appeals committee recommends that a person be admitted to teacher education despite a failing PRAXIS I score, that decision will be predicated on strengths in several other criteria rather than on a minimal meeting of those criteria.
6. A 2.5 grade point average will apply to all candidates for teacher education.
7. Each institution will report to the State Department of Education annually (1) the number of students admitted, and (2) the number admitted on appeal.

Title 49 Education
Chapter 5 Personnel
Part 56 Teacher Training

Tenn. Code Ann. § 49-5-5610 (2011)

49-5-5610. Requirements for entering teacher training programs.

- (a) All students wishing to enter approved teacher training programs shall be required to:
- (1) 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); and
 - (2) Agree that the TBI may send to the teacher training program information indicating the results of the criminal history records check. The results will indicate whether the applicant has a criminal conviction that would result in automatic revocation of a teacher's license pursuant to this chapter and under the rules of the state board of education.
- (b) Any reasonable costs incurred by the TBI or FBI, or both, in conducting an investigation of an applicant shall be paid by the applicant. In lieu of additional criminal history records checks for subsequent applications to the selected teacher training program, the applicant may submit copies of the applicant's initial criminal history records check documentation and shall not be required to pay any additional costs.
- (c) The criminal history records check performed pursuant to this section shall meet all requirements for criminal history records checks related to observations or teaching as part of the teacher training program.
- (d) Any criminal history records check performed pursuant to this section shall not be submitted and used for the criminal history records check required under § 49-5-413 for employment by an LEA or child care program as defined in § 49-1-1102.

LICENSURE

Teacher education programs, designed by institutions of higher education, will consist of three components: (1) a liberal arts component, as outlined in the section on general education; (2) a program of professional studies, as outlined in the section on professional education and as further amplified in the sections dealing with the various teaching areas; and (3) a program of study in the teaching area constituting a major.

The general education core curriculum will constitute approximately 50% of the 120 semester hours minimum course work required to complete the baccalaureate degree.

The major in the teaching area will constitute no more than 30% of the 120 semester hours minimum course work required to complete the baccalaureate degree.

Institutions of higher education, including colleges or departments of education and colleges of arts and sciences, have the responsibility to design effective liberal arts and teacher education programs for teacher candidates. The institutions, in accordance with their own governance procedures, will make decisions regarding organizing resources and designing teacher preparation programs to address the knowledge and skills outlined in this document. Teacher candidates will have adequate advisement in both education and the teaching field.

The knowledge and skills listed in each licensure section are broad goal statements regarding what is expected of a teacher seeking initial licensure; institutions of higher education will develop more specific competencies where appropriate.

All programs of teacher education, both undergraduate and graduate, and the institutions providing these programs must be approved by the State Board of Education. Such programs must ensure that candidates have opportunities to attain the knowledge and skills specified by the State Board of Education, have internship or student teaching experiences in accordance with guidelines established by the State Board of Education, and meet other standards, procedures, and guidelines established by the State Board of Education.

Teacher candidates seeking initial licensure must complete successfully any candidate assessment as provided by the State Board of Education and must be recommended by an institution of higher education with an approved program of teacher education.

Tennessee Teacher Licensure Standards: General Education

Date Standards Adopted or Most Recent Revision: 1997
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: September 1, 2001

Introduction

Teacher education programs of study will include a liberal arts component to foster the personal intellectual development of the teacher candidate. The sequence of studies in general education will be well planned and broad enough to permit teacher candidates to develop the knowledge and skills essential to experiencing success, satisfaction, and intellectual growth in teaching and in life. All teacher candidates will demonstrate the knowledge and skills to accomplish the following:

- I. Knowledge and Skills Pertaining to All Areas
 - A. Integrate knowledge acquired from a variety of sources.
 - B. Use basic problem solving skills such as identifying, defining, postulating and evaluating, planning and acting, and assessing results.
 - C. Analyze and synthesize ideas, information, and data.
 - D. Understand cultural and individual diversity, and human-kind's shared environment, heritage, and responsibility.
 - E. Understand and respect other points of view, both personal and cultural.
 - F. Understand one's own and others' ethics and values.
 - G. Understand the appropriate role of technology for gathering and communicating information. (More specific knowledge and skills regarding instructional technology will be acquired in the professional education core and in the major.)
 - H. Understand the interdependence among fields of study.
- II. Communication
 - A. Send and receive messages, written and oral, in standard English; communicate verbally and non-verbally.
 - B. Understand how non-verbal cues affect listening; use non-verbal cues in a positive way.

- C. Identify one's intended audience and communicate effectively when speaking or writing.
- D. Know about diverse communication styles, abilities, and cultural differences.

III. Humanities and the Arts

- A. Know about various means of creative expression, both within a given culture and across cultures or languages.
- B. Understand how human ideals, values, and ethics can be examined and illuminated figuratively.
- C. Know about the past and current relationships between creative expression and the societies from which they grow.
- D. Understand how creators and critics make informed qualitative judgments about creative expressions; formulate such judgments oneself.

IV. Social Science and Culture

- A. Understand how social scientists create, describe, disseminate, and refine new knowledge within their disciplines.
- B. Apply social science methods in appropriate situations.
- C. Understand how governmental and social institutions interact with each other and with individuals.
- D. Have an informed historical perspective, including an understanding of how one's own society developed and an awareness of how other societies developed.
- E. Have an informed perspective on contemporary issues affecting society.

V. Science and Technology

- A. Understand how scientists and technologists create, describe, disseminate, and refine new knowledge within their disciplines.
- B. Apply scientific methods in appropriate situations.
- C. Understand the major ways that science and technology have affected humans and their world.

- D. Understand the power and limitations of science and technology in a changing world; understand how societies, institutions, and individuals are responsible to see that technology is used ethically and appropriately.
 - E. Be aware of contemporary scientific and technological trends and implications for the future.
- VI. Mathematical Concepts and Applications
- A. Understand how algebraic, geometric, and arithmetic ideas are created, described, disseminated, and refined.
 - B. Apply mathematical methods in appropriate situations, such as in science.
 - C. Send, receive, and interpret information which is presented graphically and numerically.
 - D. Apply mathematical techniques to solve real life problems.

Guidelines

- I. The general education core curriculum will comprise approximately 50% of the 120 semester hours minimum course work required to complete the baccalaureate degree. The knowledge and skills will be embedded in the courses which comprise an institution's general education and elective requirements.
- II. Some of the knowledge and skills specified for specific subject or grade level endorsements may be covered in courses that comprise the general education core.
- III. Course work in the general education core will be at the appropriate (college) level and will build upon pre-college work that assumes the student has covered the academic skills and subjects described by The College Board and referenced in the Comprehensive Education Reform Act of 1984 (TCA 49-5-5023).

Tennessee Teacher Licensure Standards: Professional Education

Date Standards Adopted or Most Recent Revision: October 31, 2003
Date Institutions Must Submit To DOE: September 1, 2004
Date Candidates Must Meet Standards: September 1, 2007

Introduction

All teacher candidates complete studies in professional education. Professional education is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional practice. The course work and related field and laboratory experiences enable the teacher candidate to meet the following performance standards in teaching all students including students at risk, students with disabilities, English language learners, economically disadvantaged students, highly mobile students, intellectually gifted students, and students from different racial and ethnic backgrounds:

Standard 1

Discipline Taught. Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Supporting Explanation

Candidates demonstrate a broad general understanding of the major concepts of the discipline they teach. They understand and are able to use assumptions and the processes of inquiry for the discipline being taught. Candidates create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several related subject areas. They use connections in instruction across disciplines and draw on their knowledge to build understanding and motivate students. They demonstrate an understanding of the implications of disability legislation and special education policies and procedures and they provide equitable access to and participation in the general curriculum for students with disabilities.

Standard 2

Student Learning and Development. Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

Supporting Explanation

Candidates understand how learning occurs—how all students construct knowledge and acquire skills—and are able to provide learning opportunities that support their intellectual, social and personal development. When making instructional decisions, candidates draw upon an in-depth knowledge of developmental progression in student physical, social, emotional, moral, and cognitive domains and recognize that students with disabilities may exhibit greater individual variation and that a disability often influences development and functioning in more than one area. Candidates use this knowledge to optimize learning opportunities for each student.

Standard 3

Diverse Learners. Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Supporting Explanation

Candidates understand and identify differences in student approaches to learning and performance. They design instruction and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs. Candidates create a learning community which is inclusive and in which individual differences are respected.

Standard 4

Teaching Strategies. Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

Supporting Explanation

Candidates understand and use the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all students. They organize instruction to create learning experiences that connect subject matter to real life experiences and enable students to apply learning to future careers. Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs.

Candidates use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas. Using a wide variety of

resources and methods, including technology and assessment data, candidates develop and use clear, accurate presentations of concepts to promote student learning. Candidates use reading comprehension and writing strategies in the content area and assist students in applying mathematics concepts to subject content. They support acquisition of English necessary for continuous learning in the content area of students whose first language is not English.

Standard 5

Learning Environment. Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Supporting Explanation

Drawing on their knowledge of human motivation and behavior, candidates create a learning environment that is inclusive and supports positive social interaction, active engagement in learning and self-motivation for all students. They organize and manage resources such as time, space, facilities, technology, activities, instructional assistants and volunteers to engage all students in productive tasks and maximize the amount of class time spent in learning. They develop shared expectations for all students and create and maintain a positive, inclusive classroom climate of mutual respect, support and inquiry. Candidates understand and use a wide variety of classroom management strategies that foster self control and self discipline. They can defuse potential conflict and use conflict resolution strategies to maintain a smoothly functioning learning community.

Standard 6

Communication. Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Supporting Explanation

Candidates understand language development, the role of language in learning and how culture, gender, and exceptional learning needs affect communication in the classroom. They recognize effective verbal and nonverbal communication techniques and use them to support all students learning. Candidates model effective communication strategies in conveying ideas and information, asking questions, listening, giving directions, probing for student understanding, and helping students express their ideas. Using a variety of tools, including technology, candidates support and expand student expression in speaking, writing and technical media.

Standard 7

Planning. Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Supporting Explanation

Candidates use their knowledge of subject matter, learning theory, curriculum and student development, assessment measures, and assessed student needs in planning instruction for all students. They evaluate, select and create learning experiences that are developmentally appropriate, aligned with Tennessee curriculum standards, relevant to students and based upon the principles of effective teaching. They are able to help students connect learning to real life and future careers. Candidates identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives. Candidates effectively integrate a variety of resources, including teacher-created materials, textbooks, technology, community and business resources, to promote student learning. Working with others in developing individualized plans, candidates adjust goals, teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.

Standard 8

Assessment and Evaluation. Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

Supporting Explanation

Candidates understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student learning. They understand state and federal accountability requirements. Candidates select, construct and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information. They actively solicit and use information about students' learning needs and progress from parents, other colleagues and the students themselves. Candidates develop and maintain useful records of student work and progress and responsibly communicate student progress to students, parents and other colleagues. They collaborate with special education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments, based on the results of recommended individual assessments.

Standard 9

Reflective Practitioner. Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Supporting Explanation

Candidates consistently reflect on their teaching practices by continually evaluating the effect their instruction has on all students. They monitor teaching strategies and behavior in relation to student success and use the information to modify and revise instruction accordingly. Candidates continually examine their teaching performance within the context of state and local standards and federal and state accountability requirements. Using their data-based reflections, candidates engage in actions that consistently support and promote the achievement of students with disabilities.

Candidates seek professional literature, engage colleagues, participate in professional organizations, and use other resources to support their continuing professional development. To guide professional behavior, candidates draw upon a broad knowledge of legal and ethical responsibilities, educational policy, and organizational, historical, and professional dimensions of classrooms and schools.

Standard 10

Colleagues, Parents, and Community. Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Supporting Explanation

Candidates consult with families and teachers, and collaborate with other professionals within the school and within community agencies to foster student learning. They participate in collegial activities designed to make the entire school a productive learning community. Candidates act as advocates for all students, advise them, recognize student problems, and seek additional help as needed and appropriate. Candidates understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public.

Standard 11

Technology.

11.a. Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.

Supporting Explanation

Candidates use technology resources to guide classroom decisions regarding student learning. They integrate instructional technology to facilitate interdisciplinary teaching and learning in their classrooms, to supplement instructional strategies, to design instructional materials, and to enhance hands-on experiences and problem solving activities for all students. Candidates select and use grade-level and content-specific technology resources, including assistive technology, to increase student participation in the total curriculum. They apply technology to analyze assessment data and to target individual student learning needs.

11.b. Candidates use technology to enhance their professional growth and productivity.

Supporting Explanation

Candidates use technology in their own learning process and to change their current educational practice. They use technology to gather, sort, and analyze information needed for their own research projects and to communicate and collaborate effectively with other professionals. Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing data gathered from a variety of sources. They use presentation tools in a networked environment for sharing information in multiple professional formats.

11.c. Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.

Supporting Explanation

Candidates design effective environments for using and managing technology in the classroom. They are able to perform minor trouble-shooting operations. When planning units of instruction, candidates address software purchasing agreements, copyright laws, issues related to intellectual property, the importance of virus protection, and policies for acceptable use of Internet resources. Candidates seek information from technical manuals and journals as well as on-line resources to learn about emerging technologies and to explore their possible educational applications. They model the legal and ethical use of technology resources.

Program Implementation Standards:

1. All teaching areas include the standards in the professional education core; course work and related field experiences apply the standards to specific teaching areas.
2. Courses that comprise the professional education core may include some of the performance standards for specific subject or grade-level endorsements.
3. Candidates in teacher preparation programs participate in ongoing, well-structured field experiences in varied school settings with diverse learners prior to the internship or student teaching. Field experiences and student teaching or the internship assist teacher candidates develop the knowledge, skills, and dispositions necessary to help all students learn and are consistent with NCATE standards.
4. The teacher education unit, other institutional units, and P-12 schools actively and continuously collaborate in partnership activities in developing, implementing and evaluating teacher preparation programs, consistent with NCATE standards.
5. The teacher education unit systematically collects data verifying the candidate's knowledge, skills and dispositions. The unit extends the assessment of candidate performance beyond program completion through the induction years. The unit systematically uses the results of those assessments to implement changes in professional educator preparation programs.
6. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); **Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue, Interstate New Teacher Assessment and Support Consortium**, (2001 Draft); NCATE 2000 Standards (2000); Foundation Technology Standards for All Teachers, International Society for Technology in Education (1997); Tennessee Framework for Evaluation and Professional Growth (1997); Tennessee Curriculum Standards in related subject areas; **Tennessee Teacher Licensure Standards, Special Education Core (2002)**; and resources from the Education Edge Initiative (1996).
7. These licensure standards become effective for candidates seeking licensure no later than September 1, 2007. Institutions with licensure programs will submit standards for conditional approval no later than September 1, 2004.

**Tennessee Teacher Licensure Standards:
Early Development and Learning Education
(Endorsement in Early Development and Learning PreK-K)**

Date Standards Adopted or Most Recent Revision: October 22, 2004

Date Institutions Must Submit To DOE: September 1, 2006

Date Candidates Must Meet Standards: September 1, 2009

Introduction

Tennessee supports early development and learning (PreK-K) preparation programs that enable teacher candidates to meet the cognitive, social, emotional and physical needs of all young children, including children with disabilities and developmental delays ages birth through six. The performance standards for early development and learning (PreK-K) provide teacher preparation programs guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning teachers.

Teaching young children is a lifelong undertaking that is initiated in college course work, refined in field experience and/or clinical practice, and enhanced during professional teaching. The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, special education core, a major and a variety of field experiences to ensure teacher candidates meet all of the following standards.

Content Standards

Standard 1: Child Development and Learning

Candidates use their understanding of young children's characteristics and needs to create environments that are healthy, respectful, supportive and challenging for all young children.

Supporting Explanation

Candidates understand that all young children have universal and unique patterns of learning and development that vary individually in cognitive, social, emotional and physical areas. They know and understand theories and principles of typical and atypical development of young children. Candidates understand the multiple influences on development and learning, including the cultural and linguistic contexts for development, children's close relationships with adults and peers, the economic conditions of children and families, children's health status and disabilities, children's individual developmental variations and learning styles, family and community characteristics, opportunities to play and learn, technology and the media.

- 1.1 Candidates understand the influence of various factors placing children and families at risk; they understand stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
- 1.2 Candidates recognize the impact of medical conditions and childhood illnesses on the child's development and on family concerns, resources and priorities.
- 1.3 Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all young children, specific to curriculum, learning materials, interactions, teaching practices, child directed play activities, and positive guidance of behavior.

Standard 2: Family and Community Relationships

Candidates understand and value the importance and complex characteristics of children's families and communities. They use these understandings to create respectful, reciprocal relationships that support and empower families and involve all family members with a vested interest in children's development and learning.

Supporting Explanation

Candidates understand and apply their knowledge of family and community characteristics. They build positive relationships, taking families' preferences and goals into account and incorporating knowledge of families' languages and cultures. Candidates demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices. They support and empower diverse families, including those whose children have disabilities or special characteristics or learning needs, families who are facing multiple challenges in their lives, and families whose languages and cultures may differ from those of the early childhood professionals.

- 2.1 Candidates understand and value the role of parents and other important family members as children's primary teachers. They apply family centered approaches and partnerships with families in children's development and learning.
- 2.2 Candidates explain to family members the nature of child development and sequences of skill acquisition. They assist family members in incorporating child goals in naturally occurring home teaching opportunities.
- 2.3 Candidates seek to understand how primary language, culture and familial backgrounds interact with the child's exceptional condition to impact the child's approaches to learning. They use intervention

strategies with young children and their families that affirm and respect family, cultural and linguistic diversity.

- 2.4 Candidates understand and value the role of the community in the child and family's life.
- 2.5 Candidates understand family systems theory and can apply it in their decisions related to education and to their interactions with families.

Standard 3: Observation, Documentation and Assessment

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way and in partnership with families and other professionals, to influence positively all children's development, learning and behavior.

Supporting Explanation

Candidates use ongoing, systematic observations and other informal and formal assessments to record and make visible children's unique qualities and to develop appropriate goals, plan, implement, and evaluate effective curricula. They understand essential distinctions and definitions, such as screening, diagnostic assessment, standardized testing, and accountability assessment, and are familiar with essential concepts of reliability and validity and other psychometric concepts. Candidates demonstrate skills in using a variety of assessments that are appropriate to their goals and children's characteristics, with emphasis on curriculum-embedded, performance assessments.

- 3.1 Candidates understand that responsible assessment is ethically grounded, guided by sound professional standards, collaborative, and open. They demonstrate an understanding of appropriate, responsible assessment practices for culturally and linguistically diverse children and for children with developmental delays, disabilities, or other special characteristics.
- 3.2 Candidates demonstrate knowledge of legal and ethical issues, current educational concerns and controversies, and appropriate practices in the assessment of diverse young learners.
- 3.3 Candidates select, adapt and use specialized formal and informal assessments, such as play based and trans-disciplinary assessments, for infants, young children and their families.
- 3.4 Candidates choose valid tools that are developmentally, culturally, and linguistically appropriate; use assistive technology as a resource; make appropriate referrals; and interpret assessment results with the goal of

obtaining valid, useful information to inform practice and decision making.

- 3.5 Candidates assist families in identifying their concerns, resources and priorities for purposes of assessment. They participate and collaborate as team members with other professionals in conducting family-centered assessments.
- 3.6 Candidates communicate effectively with the family about curriculum and their child's progress. They report assessment results in a manner that the family and others understand and that supports the child and family.

Standard 4: Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

Supporting Explanation

Candidates understand the essentials of many academic disciplines and content areas and set the foundations for later understanding and success for children. They use their knowledge of the general and special curricula, learning theory, curriculum, child development and assessed needs to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children. Candidates incorporate the *Tennessee Early Learning Developmental Standards*, special education child outcomes and the *Tennessee Curriculum Standards for Kindergarten* into the curriculum. They establish a learning environment that is inclusive and encourages positive social interaction. Candidates foster academic and social competence, problem-solving and thinking, and security and self-regulation.

- 4.1 Candidates know, understand, and use theories and research that support high-quality interactions with children and families. They develop positive, respectful relationships with children whose cultures and languages may be different from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges.
- 4.2 Candidates know, understand, and use a wide array of developmentally effective approaches, strategies, and tools to positively influence young children's development and learning.

- 4.3 Candidates understand the field's emphasis on cross-categorical, interdisciplinary, and family-focused characteristics; they understand the field's emphasis on prevention and early intervention and on services in typical environments for all young children, provided through inclusionary practices. .
- 4.4 Candidates understand typical and atypical communication and language development in young children. They embed the program with rich oral language to create the foundations for literacy and cognitive development.
- 4.5 Candidates make the most of the environment and routines; capitalize on incidental teaching; focus on children's characteristics, needs and interests; link children's language and culture to the early childhood program; teach through social interactions; create support for play; address children's challenging behaviors; support learning through technology; and use integrative approaches to curriculum.
- 4.6 Candidates provide indoor and outdoor environments that employ materials, media and technology, including adaptive and assistive technology appropriate to the age and stage of the young child.
- 4.7 Candidates provide guidance to educational assistants in order to optimize developmentally appropriate services to children.
- 4.8 Candidates take into consideration medical care and physical management for premature and low-birth-weight children and other young children with medical and health conditions in designing the learning environment. They use universal healthcare precautions to ensure the safety and health of the young children and staff.
- 4.9 Candidates develop and use appropriate procedures for positioning, handling, and feeding the young child in the learning environment.
- 4.10 Candidates use health appraisal procedures and make referrals as needed.
- 4.11 Candidates know, understand and use research-based knowledge and skill in promoting and developing listening, speaking, reading and writing.
- 4.12 Candidates demonstrate an understanding of effective instructional strategies that integrate mathematics content and processes.
- 4.13 Candidates demonstrate an understanding of science and technology in daily life through the use of inquiry-based, open-ended and materials-based investigations in a safe environment.

- 4.14 Candidates use effective instructional strategies that integrate social studies content and real life experiences.
- 4.15 Candidates create learning experiences enabling young children to explore with art and sensory media, participate in movement activity, and enjoy musical and dramatic experiences.
- 4.16 Candidates use basic health knowledge and skills to promote healthy living in children and families.
- 4.17 Candidates provide high-quality and developmentally appropriate physical activity and physical education experiences in all settings.

Standard 5: Professionalism

Candidates know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work.

Supporting Explanation

Candidates know about the many connections between the early childhood field and other related disciplines and professions with which they collaborate. They understand the historical and philosophical foundations of services for young children both with and without exceptional learning needs. Candidates know about current trends and issues in early childhood education and early childhood special education. They view themselves as lifelong learners and regularly reflect on and adjust their practice.

- 5.1 Candidates are guided by the profession's ethical and professional practice standards. They know about relevant national, state and local standards for content and child outcomes, professional guidelines and position statements, child care licensing requirements and other professional standards affecting early childhood practice. Candidates know and obey relevant laws such as those pertaining to child abuse, the rights of children with disabilities, and school attendance.
- 5.2 Candidates demonstrate an understanding of the implications of disability legislation and special education policies and procedures in supporting the educational needs of young children with disabilities.
- 5.3 Candidates demonstrate an understanding of and essential skills in interdisciplinary collaboration. They demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines.
- 5.4 Candidates make and justify decisions on the basis of their knowledge of

the central issues, professional values and standards, and research findings in their field. Candidates articulate a personal philosophy regarding the education of young children, including those with disabilities and developmental delays.

- 5.5 Candidates demonstrate that they can engage in informed advocacy for children and the profession. They know about the central policy issues in the field and they examine societal concerns about program quality and provision of early childhood services.

Program Implementation Standards

1. The program of study in early development and learning enables teacher candidates who serve children with and without disabilities and developmental delays ages birth through six to meet the performance standards in early development and learning PreK-K. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, special education core and the major, avoiding duplication. The program of study assists candidates in applying developmentally appropriate practices in teaching young children in infant and toddler programs, pre-kindergarten programs, and kindergarten in a variety of regular and special education environments.
2. Institutions of higher education adapt the professional education standards and special education core standards to meet the particular needs of early development and learning teachers in infant and toddler, pre-kindergarten and kindergarten settings.
3. Candidates in early development and learning may have an interdisciplinary major in exceptional learning or the equivalent or they may major in child development or any acceptable major in corresponding curricular areas.
4. Institutions of higher education provide focused study in early literacy, language acquisition, and reading (as outlined in the Tennessee Early Learning Developmental Standards, 2004, and the Tennessee Reading Standards To Be Integrated Into Licensure Standards, 2001) and may include such study in the major or in the professional education core.
5. Institutions of higher education provide field experiences and clinical practice that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings including infant and toddler, pre-kindergarten, and kindergarten. Institutions provide practicum experiences prior to the student teaching/extended field experience semester or to the full year internship. The field experiences involve a variety of settings including home-based, clinical/center-based, and public (or state approved)

school-based settings. At least one of the settings must be in an inclusive environment.

6. Institutions of higher education provide student teaching/extended field experience semester or a full year internship. Such placements may be in sites sponsored by education agencies, other public agencies, or state licensed private agencies. Institutions submit for approval a description of the experience. All sites are evaluated continually by the institutions of higher education to assess their appropriateness and quality as student teaching or internship sites. Teacher candidates are supervised by cooperating teachers or other licensed professionals who are qualified and experienced in their fields. Teacher candidates complete student teaching/extended field experience semester or full year internship involving infant/toddler or pre-kindergarten, and kindergarten placements.
7. Teacher candidates not previously licensed to teach, but who have completed an early childhood education or child development bachelor's or master's level program, can be recommended for initial licensure; they must meet the standards for early development and learning PreK-K and must have completed a student teaching/extended field experience semester or full year internship involving (1) infant/toddler or pre-kindergarten, and (2) kindergarten placements.
8. Teacher candidates not previously licensed to teach, but who have completed an early childhood education or child development bachelor's or master's level program, can begin teaching under an alternative license. They must be supervised by teacher mentors or other professionals who are qualified and experienced in their fields.
9. Teachers currently endorsed in early childhood education PreK-3 and PreK-4 and in special education preschool/early childhood education PreK-1, PreK-3, or PreK-4 will continue to be licensed to teach in the areas and grade levels covered by their endorsement(s).
10. Teachers who hold a teacher license endorsed in early childhood education PreK-3 or PreK-4 may add an endorsement in early development and learning PreK-K with course work not to exceed 18 semester hours. Teachers who hold a teacher license endorsed in special education preschool/early childhood PreK-1, PreK-3 or PreK-4 may add an endorsement in early development and learning PreK-K with course work not to exceed 12 semester hours.
11. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Model Standards for Licensing General and Special Education Teachers of Students with

Disabilities: A Resource for State Dialogue, Interstate New Teacher Assessment and Support Consortium, 2001; Standards for Early Childhood Professional Preparation: Initial Licensure Programs, National Association for the Education of Young Children (2001); Professional Standards, Council for Exceptional Children (2001); Tennessee Curriculum Standards, kindergarten (2001); Tennessee Early Learning Developmental Standards (2004); Early Childhood Outcomes, Office of Special Education Programs (under development); and Tennessee Reading Standards To Be Integrated Into Licensure Standards (2001).

12. These standards become effective for candidates seeking licensure no later than September 1, 2009. Institutions will submit standards for conditional approval no later than September 1, 2006.

**Tennessee Teacher Licensure Standards:
Early Childhood Education
(Endorsement in Early Childhood Education PreK-3)**

Date Standards Adopted or Most Recent Revision: August 27, 2004
Date Institutions Must Submit To DOE: September 1, 2005
Date Candidates Must Meet Standards: September 1, 2008

Introduction

Tennessee supports early childhood education (PreK-3) preparation programs that enable teacher candidates to meet the developmental and academic needs of all children. The performance standards for early childhood education (PreK-3) provide teacher preparation programs guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning teachers. Teaching young children is a lifelong undertaking that is initiated in college course work, refined in field experiences and/or clinical practice, and enhanced during professional teaching.

The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, an academic major and a variety of field experiences to ensure teacher candidates meet all of the following standards.

Content Area Standards

Early Childhood Education

Standard 1: Child Development and Learning

Candidates use their understanding of young children's characteristics and needs and the multiple influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.

Supporting Explanation

Early childhood teacher candidates know and understand young children's characteristics and needs, including physical, cognitive, social, emotional, language, and aesthetic. They understand children's play activity, learning processes, and motivation to learn. Candidates understand the multiple influences on development and learning, including the cultural and linguistic contexts for development, children's close relationships with adults and peers, the economic conditions of children and families, children's health status and disabilities, children's individual developmental variations and learning styles,

family and community characteristics, opportunities to play and learn, technology and the media. Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all young children, including curriculum, interactions, teaching practices, and learning materials.

Standard 2: Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use these understandings to create respectful, reciprocal relationships that support and empower families and involve all families in their children's development and learning.

Supporting Explanation

Candidates understand and apply their knowledge of family and community characteristics. They build positive relationships, taking families' preferences and goals into account and incorporating knowledge of families' languages and cultures. Candidates demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices. They support and empower diverse families, including those whose children have disabilities or special characteristics or learning needs, families who are facing multiple challenges in their lives, and families whose languages and cultures may differ from those of the early childhood professionals. Candidates understand and value the role of parents and other important family members as children's primary teachers. They possess essential skills to involve families and communities in many aspects of children's development and learning.

Standard 3: Observation, Documentation, and Assessment

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way and in partnership with families and other professionals, to influence positively children's development and learning.

Supporting Explanation

Candidates use ongoing, systematic observations and other informal and formal assessments to record and make visible children's unique qualities and to develop appropriate goals, plan, implement, and evaluate effective curricula. They understand essential distinctions and definitions, such as screening, diagnostic assessment, standardized testing, and accountability assessment, and are familiar with essential concepts of reliability and validity and other psychometric concepts. Candidates demonstrate skills in using a variety of assessments that are appropriate to their goals and children's characteristics,

with emphasis on curriculum-embedded, performance assessments. They choose valid tools that are developmentally, culturally, and linguistically appropriate; use the assessments correctly; adapt assessments as allowed and needed, using assistive technology as a resource; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making.

Candidates understand that responsible assessment is ethically grounded, guided by sound professional standards, collaborative, and open. They demonstrate an understanding of appropriate, responsible assessment practices for culturally and linguistically diverse children and for children with developmental delays, disabilities, or other special characteristics. Candidates demonstrate knowledge of legal and ethical issues, current educational concerns and controversies, and appropriate practices in the assessment of diverse young children.

Standard 4: Professionalism

Candidates know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work.

Supporting Explanation

Candidates know about the many connections between the early childhood field and other related disciplines and professions with which they collaborate. They know about and uphold ethical guidelines and other professional standards. They know and obey relevant laws such as those pertaining to child abuse, the rights of children with disabilities, and school attendance. Candidates know about relevant national, state and local standards for content and child outcomes, professional guidelines and position statements, child care licensing requirements and other professional standards affecting early childhood practice.

Candidates also demonstrate an understanding of and essential skills in interdisciplinary collaboration. They demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines. Candidates make and justify decisions on the basis of their knowledge of the central issues, professional values and standards, and research findings in their field. They demonstrate that they can engage in informed advocacy for children and the profession. Candidates know about the central policy issues in the field and they examine societal concerns about program quality and provision of early childhood services.

Standard 5. Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

Supporting Explanation

Candidates know, understand, and use theories and research that support high-quality interactions with children and families. Candidates develop positive, respectful relationships with children whose cultures and languages may be different from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges.

Candidates know, understand, and use a wide array of developmentally effective approaches, strategies, and tools to positively influence young children's development and learning. They foster oral language and communication; make the most of the environment and routines; capitalize on incidental teaching; focus on children's characteristics, needs and interests; link children's language and culture to the early childhood program; teach through social interactions; create support for play; address children's challenging behaviors; support learning through technology; and use integrative approaches to curriculum.

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children. They foster academic and social competence, problem-solving and thinking, and security and self-regulation.

English Language Arts

Standard 1: Early Literacy

Candidates know, understand and use research-based knowledge and skill in promoting and developing listening, speaking, reading, and writing.

Supporting Explanation:

Candidates know that early language and literacy form the foundation for learning. They integrate the elements of listening, speaking, reading and writing in teaching children.

- 1.1 Candidates identify the unique strengths, needs, and interests of individual children and plan appropriate literacy-rich experiences.
- 1.2 Candidates understand the value of play and spontaneous and planned experiences and they apply that understanding in the development of early literacy skills.
- 1.3 Candidates understand and demonstrate the use of language, reading, and writing to strengthen the cultural and linguistic identity of the children they teach.
- 1.4 Candidates apply knowledge of the content categories of early literacy to motivate young children's pleasure in listening to stories, curiosity about words and letters, exploration of print forms, and enjoyment of rhymes, songs, poems, books, and dramatic play.

Standard 2: Reading

Candidates know, understand, and use appropriate practices for promoting and developing beginning literacy skills, for integrating reading instruction across all subject matter areas, and for enabling all children to become proficient and motivated readers.

Supporting Explanation

Candidates know what is necessary for all children to learn to read, and they implement a balanced reading program. Teacher candidates understand that children learn to read within the context of every subject and that explicit instruction in reading is needed. For additional information, please refer to Tennessee Reading Standards To Be Integrated Into Licensure Standards, PreK-4, K-8 (2001).

Standard 3: Writing

Candidates know, understand, and use the writing process for communication, expression, and reflection in all subject areas, for a variety of purposes, in a range of modes, and for multiple audiences.

Supporting Explanation

Candidates demonstrate a broad understanding of the uses of writing to communicate, to promote the dissemination of information, to generate, develop, and refine ideas, and to express individual voice.

- 3.1 Candidates understand, apply, and model knowledge of the writing process. They embed writing into familiar activities to help children

learn both the conventions of print and how print supports their immediate interests and needs.

- 3.2 Candidates know the state writing curriculum standards and incorporate that knowledge into their instruction.
- 3.3 Candidates write frequently for multiple purposes and in practical, occupational, personal, and academic modes. They link functional and play-related print to class activities, such as daily schedules, helper charts and labels on material shelves.
- 3.4 Candidates evaluate written products and assess children's progress.
- 3.5 Candidates recognize the relationship between the development of motor skills and the development of handwriting.
- 3.6 Candidates acknowledge and respect the effect of cultural diversity and linguistic differences in the writing of children whose first language is not English.
- 3.7 Candidates understand the interactive relationship of writing to the other language arts.
- 3.8 Candidates promote the integration of literacy skills across all subject areas.

Standard 4: Elements of Language

Candidates know and understand basic English usage, mechanics, spelling, grammar, and sentence structure as tools to facilitate the writing process.

Supporting Explanation

Candidates understand and use the rules and conventions governing the structure and syntax of language as prerequisites to effective communication and as markers of literacy.

- 4.1 Candidates recognize that effective instruction in the elements of language is integrated with and applied to the writing process.
- 4.2 Candidates demonstrate understanding of the parts of speech and their functions in sentences.
- 4.3 Candidates apply the standard rules of capitalization and punctuation, as well as legible handwriting, in written communication.

- 4.4 Candidates display knowledge of the emerging stages of accurate spelling, including temporary spelling, and of phonemic awareness and structural analysis of words.
- 4.5 Candidates translate the knowledge of structure and mechanics into proofreading and editing of written language in all disciplines.
- 4.6 Candidates construct simple, compound, and complex sentences, using correct word order, subject-verb agreement, and correctly placed modifiers.
- 4.7 Candidates model effective oral and written communication skills.
- 4.8 Candidates design instruction appropriate to children of diverse backgrounds.
- 4.9 Candidates support the continuous English language development through content area instruction for children whose first language is not English.

Mathematics

Standard 1: Mathematical Processes

Candidates demonstrate an understanding of effective instructional strategies that integrate mathematics content and processes.

Supporting Explanation

Candidates develop the mathematical processes of problem solving, reasoning, communication, connections, and representation and plan effective instructional activities to develop these processes in children. In addition, they integrate appropriate reading strategies, mathematics manipulatives, and appropriate technologies into their instructional practices to support conceptual and process development.

- 1.1 Candidates use problem solving to build new mathematical knowledge, to solve problems in a variety of contexts and to reflect on solutions.
- 1.2 Candidates make and investigate mathematical conjectures and use logical thought in reflecting, explaining, and justifying strategies and solutions.
- 1.3 Candidates use appropriately and accurately the vocabulary and symbols of mathematics to express and justify mathematical concepts and strategies.

- 1.4 Candidates demonstrate an understanding of how mathematical concepts are related and how they are connected to other disciplines and the real world.
- 1.5 Candidates use a variety of manipulatives, games, computers and other appropriate technologies to explore, apply and deepen understanding of mathematical concepts, operations and relations and to promote mathematical curiosity and interest.

Standard 2: Number and Operations

Candidates work flexibly with rational numbers to solve problems and create learning experiences that develop children's comprehension of mathematical concepts, operations and relations necessary for number and operation sense.

Supporting Explanation

Candidates have both conceptual understanding of number and operation sense and the ability to apply those concepts and procedures in problem-solving situations. They also demonstrate knowledge of effective instructional practices necessary for developing proficiency with number and operations in children.

- 2.1 Candidates represent numbers, number relationships, and number systems verbally, symbolically and graphically.
- 2.2 Candidates model operations, explain how they relate to one another, and create learning experiences to make the link between numbers and operations.
- 2.3 Candidates apply number and operation sense to represent and solve problems and to justify or explain reasonable estimates using words, actions, pictures, and manipulatives.

Standard 3: Algebra

Candidates know, understand, and use algebraic concepts and create learning experiences that develop algebraic thinking in children.

Supporting Explanation

Candidates generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problem-solving situations. They also demonstrate knowledge of developmentally effective instructional practices necessary for fostering algebraic proficiency in children.

- 3.1 Candidates create, describe, extend, and translate patterns of shapes and numbers.
- 3.2 Candidates represent and analyze mathematical situations and structures using words, objects and pictures.
- 3.3 Candidates use mathematical models to represent and describe quantitative relationships.
- 3.4 Candidates analyze, represent, and describe change in a variety of contexts and problems using words, pictographs, bar graphs, and tables.

Standard 4: Geometry

Candidates know, understand and use geometric concepts and create learning experiences that develop geometric concepts and spatial reasoning in children.

Supporting Explanation

Candidates have an understanding of geometric concepts and relationships and apply them in problem solving situations. They also demonstrate knowledge of developmentally effective instructional practices necessary for fostering geometric proficiency in children.

- 4.1 Candidates describe, compare and analyze characteristics and properties of two- and three-dimensional geometric figures.
- 4.2 Candidates specify locations and explain spatial relationships using directional terms and coordinate geometry.
- 4.3 Candidates apply transformations, such as flips, slides and turns, to geometric shapes and use symmetry to analyze mathematical situations.
- 4.4 Candidates use visualization, spatial reasoning and geometric modeling to solve problems.

Standard 5: Measurement

Candidates know, understand and use measurement and create learning opportunities that teach children to apply the units and processes of measurement in mathematical and real-world problems.

Supporting Explanation

Candidates use a variety of tools and strategies to determine and estimate non-standard, metric and customary measurements in mathematical and real-world problems.

- 5.1 Candidates select and use appropriate tools and units to measure time, length, perimeter, area, capacity, volume and weight.
- 5.2 Candidates use and justify a variety of strategies, including standard and non-standard units of measurement, to estimate and compare measurements of time, length, capacity and weight.

Standard 6: Data Analysis and Probability

Candidates know, understand and use data analysis and probability concepts and design instructional activities to teach children to understand and apply basic statistical and probability concepts.

Supporting Explanation

Candidates apply basic statistical and probability concepts in order to organize and analyze data and to make predictions and conjectures.

- 6.1 Candidates formulate questions that can be addressed with data and collect, organize and display relevant data to answer questions.
- 6.2 Candidates read, interpret, and create pictographs, bar graphs, and tables to solve problems.
- 6.3 Candidates determine possible outcomes and develop basic probability vocabulary to describe the likelihood of an outcome or event.

Science

Standard 1: Elements of Effective Science Instruction

Candidates demonstrate understanding of science and technology in daily life through the use of inquiry-based, open-ended and materials-based investigations, incorporating habits of mind and pedagogical techniques required to deliver the content in a safe environment.

Supporting Explanation

Candidates know, understand and use strategies and pedagogy to enhance science instruction for all children.

- 1.1 Candidates engage in multiple levels of inquiry that incorporate designing investigations; observing, predicting, interpreting and analyzing data; and providing evidence to communicate results.

- 1.2 Candidates demonstrate understanding and apply the unifying concepts of science such as scale and model, form and function, organization, interaction, change and conservation.
- 1.3 Candidates select and use a variety of conventional and non-conventional scientific instruments for measurement and observation including calculators, computers, and other appropriate technologies.
- 1.4 Candidates demonstrate the interrelationships among the various science disciplines, literacy, mathematics and social sciences by integrated teaching practice.
- 1.5 Candidates foster the creation of a classroom culture that supports higher levels of questioning, collaborative learning, real world connections and sense-making.
- 1.6 Candidates plan lessons and units that incorporate a learning cycle—engagement, exploration, preparation, and evaluation—and the safe management of materials in the classroom.

Standards 2: Life Science

Candidates know, understand and use the central concepts of life science.

Supporting Explanation

Candidates have a solid knowledge base in the major concepts, issues and processes related to cells, diversity of life, interdependence among living things and the environment, inheritance, flow of matter and energy in nature, and biological change.

- 2.1 Candidates demonstrate knowledge and understanding of cells as the basic unit of structure and function in living things.
- 2.2 Candidates demonstrate an understanding that organisms are interdependent and dependent on resources provided by the physical environment.
- 2.3 Candidates exhibit an understanding that the sun is the source of energy, captured by green plants in photosynthesis and released during cellular respiration.
- 2.4 Candidates demonstrate an understanding that living things are related across generations by hereditary information transmitted from parent to offspring.

- 2.5 Candidates convey their understanding that living things display an enormous amount of variation, yet have many fundamental characteristics in common.
- 2.6 Candidates demonstrate knowledge of the process of natural selection and the nature of biological change over time.

Standard 3: Earth/Space Science

Candidates know, understand and use the central concepts of earth/space science.

Supporting Explanation

Candidates have a solid base of knowledge of the earth's resources, features, cycles and place in the universe.

- 3.1 Candidates demonstrate an understanding of the major components in the universe and that there are predictable patterns, such as seasons and phases of the moon, among these components.
- 3.2 Candidates demonstrate an understanding of the relationships between atmospheric cycles and daily and seasonal weather changes. Candidates use appropriate tools to measure and record temperature, precipitation and wind conditions.
- 3.3 Candidates demonstrate an understanding that the earth is characterized by many different observable and measurable land and water features.
- 3.4 Candidates demonstrate an understanding that the earth is composed of a wealth of useful resources that can be recycled or conserved, and that human activities and natural forces affect land, ocean and atmosphere.

Standard 4: Physical Science

Candidates know, understand and use the central concepts of physical science.

Supporting Explanation

Candidates demonstrate a solid base of understanding of the major concepts, issues and processes that surround matter—its composition, properties and interactions—and the relationships that exist among force, matter and energy.

- 4.1 Candidates demonstrate an understanding of the various ways in which force affects motion and that simple machines can be used to facilitate work.

- 4.2 Candidates classify and identify matter by physical and chemical properties and recognize that the properties can change over time and under different conditions. They use appropriate tools to observe and measure the physical properties of materials.
- 4.3 Candidates demonstrate understanding of the law of conservation of mass and can explain how matter changes its form, color, or texture when heated, mixed or separated.
- 4.4 Candidates demonstrate an understanding that the sun is the earth's main source of heat and light energy and that sound is produced when objects vibrate.

Social Studies

Standard 1: Social Studies Processes

Candidates use effective instructional strategies that integrate social studies content and knowledge.

Supporting Explanation

Candidates recognize how culture; economics; geography; governance and civics; history; and individuals, groups and interactions impact the various elements of the Tennessee curriculum: local communities, Tennessee communities, and some world communities. Candidates provide hands on experiences to help children understand core concepts that may be abstract or distant in time and space. Candidates understand and use a variety of instructional strategies to encourage the development of necessary age appropriate social studies skills.

Standard 2: Culture

Candidates understand and demonstrate appreciation of and respect for a variety of human cultures including the similarities and differences in beliefs, knowledge bases, changes, values and traditions.

Supporting Explanation

Candidates recognize the contributions of individuals and people of various ethnic, racial, religious and socioeconomic groups to the development of communities and civilizations.

Standard 3: Economics

Candidates understand basic economic concepts.

Supporting Explanation

Candidates create learning experiences to help children understand the difference between needs and wants. Candidates create experiences to help children understand basic concepts of spending and saving to achieve desired goals on personal and community levels.

Standard 4: Geography

Candidates use knowledge of geography to explain the web of relationships among people, places, and environments with a primary focus on the local community.

Supporting Explanation

Candidates prepare a balanced approach to the teaching of social studies, including both cultural and physical geography.

Standard 5: Governance and Civics

Candidates understand the concepts of governance and civics.

Supporting Explanation

Candidates convey the structure and purpose of governance in a democracy in language that is meaningful and appropriate for children. Candidates demonstrate an understanding of individual rights and responsibilities, including respectful and ethical behaviors, and the role of citizens within their homes, classrooms, schools, communities, nation, and world.

Standard 6: History

Candidates understand the importance of history and its relationship to informed decisions in contemporary life.

Supporting Explanation

Candidates understand the place of historical events in the context of past, present, and future. Candidates evaluate evidence, including primary sources, to develop comparative and causal analyses.

Standard 7: Individuals, Groups, and Interactions

Candidates understand that personal development and identity are shaped by factors including family, culture, groups, and institutions.

Supporting Explanation

Candidates highlight the exploration, identification, and analysis of how individuals and groups work independently and cooperatively at the local, state, national, and international levels.

Arts Education

Standard 1

Candidates know, understand, and use basic knowledge and skills in the arts to integrate them with other subject areas and to coordinate with arts specialists to support knowledge and skill development in the arts.

Supporting Explanation

Candidates demonstrate a broad general knowledge of the major concepts in music, visual art, drama, dance and creative movement. They demonstrate knowledge of the developmental processes of these concepts. Candidates draw upon their knowledge of the arts to integrate them into other subject areas. They also use this knowledge to stimulate student creativity and provide a means for student expression of ideas. Candidates create meaningful learning experiences enabling children to explore with art and sensory media, participate in movement activity, and enjoy musical and dramatic experiences. They coordinate with arts specialists in meeting the national and state curriculum standards.

Health/Wellness

Standard 1

Candidates know, understand, and use basic health knowledge and skills to promote healthy living in children and families and to integrate health and wellness concepts and practices into other subject disciplines of the curriculum.

Supporting Explanation

Candidates demonstrate a broad general understanding of the major concepts of personal health and wellness; proper nutrition; healthy family growth and

development; positive emotional, social, and mental health practices; personal hygiene and disease prevention; injury prevention and safety practices; responsible use of chemical substances; and essential community health services. Candidates facilitate children's understanding and practices of health and wellness across the other subject disciplines of the school curriculum.

Physical Activity and Physical Education

Standard 1

Candidates know, understand, and use knowledge to provide high-quality, meaningful, and developmentally appropriate physical activity and physical education experiences in all settings.

Supporting Explanation

Candidates demonstrate understanding of the connection between physical activity and learning. They promote enjoyment of movement and physical activity; progress in gross and fine motor skill development; respect for rules and fair play; and acceptance of diversity in abilities and skills. They collaborate with physical educators and others to reinforce goals across all developmental domains.

Program Implementation Standards

1. The program of study in early childhood education enables teacher candidates to meet the performance standards for the early childhood education endorsement. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. The program of study assists candidates in applying developmentally appropriate practices in teaching young children in infant and toddler programs, pre-kindergarten programs, and primary grades.
2. Candidates in early childhood education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. The major may be combined with study in other fields related to how children learn in the context of their environment. Enrollment in such a major is open to students who are preparing for licensure in early childhood education and to students who are not. Examples include the following:
 - A. An interdisciplinary major, which includes study in what is taught in primary grades.

- B. An interdisciplinary major in human development and learning which draws upon fields such as psychology, sociology, cultural anthropology, biology, and child development.
 - C. A major in a single discipline. Majors in child development and family studies, human growth and development, and developmental psychology are particularly appropriate; other majors will be considered for approval.
3. Institutions of higher education provide focused study in early literacy and in reading (as outlined in the Tennessee Reading Standards To Be Integrated Into Licensure Standards, 2001) and may include such study in the major or in the professional education core.
 4. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings including infant and toddler, pre-kindergarten, and primary grades. Field experiences are ongoing community- and school-based opportunities in which candidates may observe, assist, tutor, instruct or conduct applied research. Clinical practice provides candidates with experiences that allow for full immersion in the community- and school-based settings allowing candidates to demonstrate competence in the professional role for which they are preparing.
 5. Teacher candidates have internship or student teaching experiences (to the extent possible) in both birth through age 4 and kindergarten through grade 3. (Candidates who do not have a student teaching experience in birth through age 4 have a kindergarten experience.) Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. All sites for the student teaching semester or full year internship are approved as part of the regular teacher education program approval process. All sites are evaluated continually by the institutions of higher education to assess their appropriateness and quality as student teaching or internship sites. Teacher candidates are supervised by cooperating teachers or other licensed professionals who are qualified and experienced in early childhood programs.
 6. Institutions of higher education adapt the professional education standards to meet the particular needs of early childhood education teachers in infant and toddler, pre-kindergarten and primary grades settings.
 7. Institutions of higher education may develop joint licensure programs in Early Childhood Education PreK-3 and Special Education Preschool/Early Childhood Education PreK-3.

8. Teacher candidates not previously licensed to teach, but who have completed an early childhood education or child development bachelor's or master's level program, can be recommended for initial licensure, provided that they meet the standards for early childhood education (PreK-3) and have completed an enhanced student teaching semester or full year internship involving both birth through age 4 and grades kindergarten through 3.
9. Teachers currently endorsed in early childhood education PreK-4 will continue to be licensed to teach the grade levels covered by their endorsements. Teachers endorsed in early childhood education PreK-3 may teach grade 4 in schools having grade 3 if there are no other appropriately endorsed teachers available.
10. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Standards for Early Childhood Professional Preparation: Initial Licensure Programs, National Association for the Education of Young Children (2001); Tennessee Curriculum Standards in related subject areas; national standards in the content areas; Tennessee Early Learning Developmental Standards (2004); Tennessee Reading Standards To Be Integrated Into Licensure Standards (2001); and Tennessee Licensure Standards: Special Education Core and Special Education Early Childhood PreK-4 (2002).
11. These standards become effective for candidates seeking licensure no later than September 1, 2008. Institutions will submit standards for conditional approval no later than September 1, 2005.

**Tennessee Teacher Licensure Standards:
Elementary Education
(Endorsement in Elementary Education K-6)**

Date Standards Adopted or Most Recent Revision: October 31, 2003
Date Institutions Must Submit To DOE: September 1, 2004
Date Candidates Must Meet Standards: September 1, 2007

Introduction

Tennessee supports elementary education (K-6) preparation programs that enable teacher candidates to meet the academic and developmental needs of all students. The performance standards for elementary education (K-6) provide teacher preparation programs guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning teachers. Teaching elementary school is a lifelong undertaking that is initiated in college course work, refined in field experiences and/or clinical practice, and enhanced during professional teaching.

The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, an academic major and a variety of field experiences to ensure teacher candidates meet all of the following standards.

Content Area Standards

English Language Arts

Standard 1: Reading

Candidates know, understand, and use appropriate practices for promoting and developing beginning literacy skills, for integrating reading instruction across all subject matter areas, and for enabling all children to become proficient and motivated readers.

Supporting Explanation

Candidates know what is necessary for all children to learn to read, and they implement a balanced reading program. Teacher candidates understand that children learn to read within the context of every subject and that explicit instruction in reading is needed throughout the elementary and middle grades. For additional information, please refer to Tennessee Reading Standards To Be Integrated Into Licensure Standards, PreK-K, PreK-3, K-6 and 4-8 (2001).

Standard 2: Writing

Candidates know, understand, and use the writing process for communication, expression, and reflection in all subject areas, for a variety of purposes, in a range of modes, and for multiple audiences.

Supporting Explanation

Candidates demonstrate a broad understanding of the uses of writing to communicate, to promote the dissemination of information, to generate, develop, and refine ideas, and to express individual voice.

- 2.1 Candidates understand and apply knowledge of the writing process.
- 2.2 Candidates know the state writing curriculum standards and incorporate that knowledge into their instruction.
- 2.3 Candidates write frequently for multiple purposes and in practical, occupational, personal, and academic modes.
- 2.4 Candidates evaluate written products and assess students' progress both holistically and through the analysis of discrete elements.
- 2.5 Candidates recognize the relationship between the development of motor skills and the development of handwriting.
- 2.6 Candidates acknowledge and respect the effect of cultural diversity and linguistic differences in the writing of students whose first language is not English.
- 2.7 Candidates understand the interactive relationship of the language arts.
- 2.8 Candidates promote the integrating of literacy skills across all subject areas.

Standard 3: Elements of Language

Candidates know and understand basic English usage, mechanics, spelling, grammar, and sentence structure as tools to facilitate the writing process.

Supporting Explanation

Candidates understand and use the rules and conventions governing the structure and syntax of language as prerequisites to effective communication and as markers of literacy.

- 3.1 Candidates recognize that effective instruction in the elements of language is integrated with and applied to the writing process.
- 3.2 Candidates demonstrate understanding of the parts of speech and their functions in sentences.
- 3.3 Candidates apply the standard rules of capitalization and punctuation, as well as legible handwriting, in written communication.
- 3.4 Candidates display knowledge of the emerging stages of accurate spelling, including temporary spelling, and of phonemic awareness and structural analysis of words.
- 3.5 Candidates translate the knowledge of structure and mechanics into proofreading and editing of written language in all disciplines.
- 3.6 Candidates construct simple, compound, and complex sentences, using correct word order, subject-verb agreement, and correctly placed modifiers.
- 3.7 Candidates model effective oral and written communication skills.
- 3.8 Candidates design instruction appropriate to students of diverse backgrounds.
- 3.9 Candidates support the continuous English language development through content area instruction for students whose first language is not English.

Mathematics

Standard 1: Mathematical Processes

Candidates demonstrate an understanding of effective instructional strategies that integrate mathematics content and processes.

Supporting Explanation

Candidates develop the mathematical processes of problem solving, reasoning, communication, connections, and representation and plan effective instructional activities to develop these processes in students. In addition, they integrate appropriate reading strategies and appropriate technologies into their instructional practices to support conceptual and process development.

- 1.1 Candidates use problem solving to build new mathematical knowledge, to solve problems in a variety of contexts and to reflect on solutions.

- 1.2 Candidates make and investigate mathematical conjectures and use logical thought in reflecting, explaining, and justifying strategies and solutions.
- 1.3 Candidates use appropriately and accurately the vocabulary and symbols of mathematics to express and justify mathematical concepts and strategies.
- 1.4 Candidates demonstrate an understanding of how mathematical concepts are related and how they are connected to other disciplines and the real world.
- 1.5 Candidates use a variety of manipulatives and other models to represent mathematical concepts, operations and relations.

Standard 2: Number and Operations

Candidates work flexibly with rational numbers to solve problems and create learning experiences that develop student comprehension of mathematical concepts, operations and relations necessary for number and operation sense.

Supporting Explanation

Candidates have both conceptual understanding of number and operation sense and the ability to apply those concepts and procedures in problem-solving situations. They also demonstrate knowledge of effective instructional practices necessary for developing proficiency with number and operations in students.

- 2.1 Candidates represent numbers, number relationships, and number systems verbally, symbolically and graphically.
- 2.2 Candidates model operations and explain how they relate to one another.
- 2.3 Candidates carry out computational procedures flexibly, accurately, efficiently and appropriately.
- 2.4 Candidates apply number and operation sense to represent and solve problems and to justify or explain reasonable estimates.

Standard 3: Algebra

Candidates know, understand, and use algebraic concepts and create learning experiences that develop algebraic thinking in students.

Supporting Explanation

Candidates can generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problems-solving situations. They also demonstrate knowledge of effective instructional practices necessary for fostering algebraic proficiency in students.

- 3.1 Candidates extend and generalize patterns to describe relations and functions.
- 3.2 Candidates represent and analyze mathematical situations and structures using algebraic symbols.
- 3.3 Candidates use mathematical models to represent and describe quantitative relationships.
- 3.4 Candidates analyze, represent, and describe change in a variety of contexts and problems using graphs, tables and equations.

Standard 4: Geometry

Candidates know, understand and use geometric concepts and create learning experiences that develop geometric concepts and spatial reasoning in students.

Supporting Explanation

Candidates have an understanding of geometric concepts and relationships and can apply them in problem solving situations. They also demonstrate knowledge of effective instructional practices necessary for developing geometric proficiency in students.

- 4.1 Candidates analyze and describe characteristics and properties of two- and three-dimensional geometric figures.
- 4.2 Candidates specify locations and explain spatial relationships using coordinate geometry and other representational systems.
- 4.3 Candidates apply transformations and use symmetry to analyze mathematical situations.
- 4.4 Candidates use visualization, spatial reasoning and geometric modeling to solve problems.

Standard 5: Measurement

Candidates know, understand and use measurement and create learning opportunities that teach students to apply the units and processes of measurement in mathematical and real-world problems.

Supporting Explanation

Candidates use a variety of tools, techniques and formulas to determine and estimate both metric and customary measurements in mathematical and real-world problems related to their instructional responsibilities.

- 5.1 Candidates select and use appropriate tools and units to measure time, angles, length, perimeter, area, capacity, volume and weight.
- 5.2 Candidates use and justify a variety of strategies, techniques and formulas to determine and estimate measurements.

Standard 6: Data Analysis and Probability

Candidates know, understand and use data analysis and probability concepts and design instructional activities to teach students to understand and apply basic statistical and probability concepts.

Supporting Explanation

Candidates apply basic statistical and probability concepts in order to organize and analyze data and to make predictions and conjectures.

- 6.1 Candidates formulate questions that can be addressed with data and collect, organize and display relevant data to answer questions.
- 6.2 Candidates select and use appropriate statistical methods to analyze data.
- 6.3 Candidates make and evaluate inferences and predictions that are based on data.
- 6.4 Candidates apply basic concepts of probability in problem-solving situations.

Science

Standard 1: Elements of Effective Science Instruction

Candidates demonstrate understanding of science and technology in daily life through the use of inquiry-based, open-ended and materials-based investigation, incorporating habits of mind and pedagogical techniques required to deliver effectively the content in a safe environment.

Supporting Explanation

Candidates know, understand and use strategies and pedagogy to enhance science instruction for all students.

- 1.1 Candidates engage in multiple levels of inquiry that incorporate designing investigations; observing, predicting, interpreting and analyzing data; and providing evidence to communicate results.
- 1.2 Candidates demonstrate understanding and apply the unifying concepts of science such as scale and model, form and function, organization, interaction, change and conservation.
- 1.3 Candidates select and use a variety of scientific instruments for measurement and observation including computers, calculators and probeware.
- 1.4 Candidates demonstrate the interrelationships among the various science disciplines, literacy, mathematics and social sciences by integrated teaching practice.
- 1.5 Candidates demonstrate an understanding of assessment as ongoing and continuous and use a variety of assessment techniques that indicate what students know, understand and are able to do.
- 1.6 Candidates foster the creation of a classroom culture that supports higher levels of questioning, collaborative learning, real world connections and sense-making.
- 1.7. Candidates plan lessons and units that incorporate a learning cycle—engagement, exploration, explanation, extension and evaluation—and safe management of materials.

Standards 2: Life Science

Candidates know, understand and use the central concepts of life science.

Supporting Explanation

Candidates have a solid knowledge base in the major concepts, issues and processes related to cells, diversity of life, interdependence among living things and the environment, inheritance, flow of matter and energy in nature, and biological change.

- 2.1 Candidates demonstrate knowledge and understanding of cells as the basic unit of structure and function in living things.

- 2.2 Candidates demonstrate understanding that organisms are interdependent and dependent on resources provided by the physical environment.
- 2.3 Candidates exhibit understanding that the sun is the source of energy, captured by green plants in photosynthesis and released during cellular respiration.
- 2.4 Candidates demonstrate understanding that living things are related across generations by hereditary information transmitted from parent to offspring in the form of DNA, genes and chromosomes.
- 2.5 Candidates convey their understanding that living things display an enormous amount of variation, yet have many fundamental characteristics in common.
- 2.6 Candidates demonstrate knowledge of the process of natural selection and the nature of biological change over time.

Standard 3: Earth/Space Science

Candidates know, understand and use the central concepts of earth/space science.

Supporting Explanation

Candidates have a solid base of knowledge of the earth's resources, features, cycles and place in the universe.

- 3.1 Candidate demonstrate understanding that the universe is comprised of many galaxies, each made of solar systems, and that movement of objects in space is governed by the force of gravity. Candidates convey to students that motion determines seasons, time increments and phase changes of natural satellites, such as the moon.
- 3.2 Candidates demonstrate understanding of the water cycle and how it influences global patterns of atmospheric movement resulting in weather and climate.
- 3.3 Candidates demonstrate understanding that the earth is characterized by many different land and water features that are affected by external and internal forces, such as weathering, erosion, plate tectonics and human activity.
- 3.4 Candidates demonstrate understanding that the earth is composed of a wealth of useful resources, and that human activities and natural forces affect land, ocean and atmosphere.

Standard 4: Physical Science

Candidates know, understand and use the central concepts of physical science.

Supporting Explanation

Candidates demonstrate a solid base of understanding of the major concepts, issues and processes that surround matter—its composition, properties and interactions—and the relationships that exist between force, matter and energy.

- 4.1 Candidates demonstrate various ways in which force affects motion and that simple machines can be used to make work easier.
- 4.2 Candidates classify and identify matter by physical and chemical properties.
- 4.3 Candidates demonstrate comprehension of the law of conservation of mass and that matter exists in pure states and combines to form mixtures and compounds.
- 4.4 Candidates demonstrate comprehension of the law of conservation of energy and that energy exists in many forms and can be transferred, converted, or conserved, but never lost.

Social Studies

Standard 1: Social Studies Processes

Candidates use effective instructional strategies that integrate social studies content and knowledge.

Supporting Explanation

Candidates recognize how culture; economics; geography; governance and civics; history; and individuals, groups and interactions impact the various elements of the Tennessee curriculum: local communities, world communities, American history from its beginning to the present, and early world civilizations. Candidates understand and use a variety of instructional strategies to encourage the development of critical thinking, problem solving and performance skills in students.

- 1.1 Candidates assist students in acquiring information through locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources.

- 1.2 Candidates use sources that include printed materials, maps, graphic representations, artifacts, physical and human environmental elements and media and technology sources.
- 1.3 Candidates model the problem solving process involving comprehension, analysis, and data interpretation that lead to a solution or conclusion.
- 1.4 Candidates use communication to convey ideas through individual expression, group dialogue, cultural communities, and global networks using oral, written, symbolic, visual and technological means.
- 1.5 Candidates relate an understanding of chronological placement, historical trends, and historical decision-making that is integral to all of the social studies disciplines.
- 1.6 Candidates analyze historical data to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

Standard 2: Culture

Candidates understand and demonstrate appreciation of the variety of human cultures including the similarities and differences in beliefs, knowledge bases, changes, values and traditions.

Supporting Explanation

- 2.1 Candidates explore different elements of societies to help develop their students' appreciation of and respect for the variety of human cultures.
- 2.2 Candidates recognize the contributions of individuals and people of various ethnic, racial, religious and socioeconomic groups to the development of communities and civilizations.

Standard 3: Economics

Candidates understand basic economic concepts and recognize the effects of globalization, population growth, technological changes and international competition on production, distribution and consumption of goods and services.

Supporting Explanation

- 3.1 Candidates create learning experiences to help students contrast basic needs versus wants and using versus saving money.
- 3.2 Candidates assist students in understanding economic decision making on a personal and a global level.

Standard 4: Geography

Candidates use knowledge of geography to explain the web of relationships among people, places, and environments.

Supporting Explanation

- 4.1 Candidates integrate the six essential elements of geography in their teaching: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and use of geography.
- 4.2 Candidates prepare a balanced approach to the teaching of social studies, including both cultural and physical geography.

Standard 5: Governance and Civics

Candidates understand the concepts of governance and civics.

Supporting Explanation

- 5.1 Candidates convey the structure and purpose of governance in a democracy in language that is meaningful and appropriate for students.
- 5.2 Candidates demonstrate an understanding of individual rights and responsibilities, including ethical behaviors, and the role of citizens within their community, nation, and world.

Standard 6: History

Candidates understand the importance of history and its relationship to informed decisions in contemporary life.

Supporting Evidence

- 6.1 Candidates understand the place of historical events in the context of past, present, and future.
- 6.2 Candidates construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
- 6.3 Candidates evaluate evidence, including primary sources, to develop comparative and causal analyses.

Standard 7: Individuals, Groups, and Interactions

Candidates understand that personal development and identity are shaped by factors including culture, groups, and institutions and highlight the exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Supporting Explanation

- 7.1 Candidates describe the responsibilities that individuals have both to themselves and the group to which they belong.
- 7.2 Candidates convey how interactions between individuals and groups can influence communities and the individuals therein.
- 7.3 Candidates assist students in understanding how groups can impact change at the local, state, national, and international levels.

Arts Education

Standard 1

Candidates know, understand, and use basic knowledge and skills in the arts to integrate them with other subject areas and to coordinate with arts specialists to support knowledge and skill development in the arts.

Supporting Explanation

Candidates demonstrate a broad general knowledge of the major concepts in music, visual art, drama, and dance. They further demonstrate knowledge of the developmental processes of these concepts. Candidates understand the role of the arts in differing cultures and draw upon their knowledge of the arts to integrate them into other subject areas. They also use this knowledge to stimulate student creativity and to provide a means for student expression of ideas. Candidates coordinate with arts specialists in meeting the national and state curriculum standards.

Health/Wellness

Standard 1

Candidates know, understand, and use basic health knowledge and skills to introduce and reinforce learning about healthy lifestyles and how to integrate wellness concepts and practices in all other subject disciplines of the school curriculum.

Supporting Explanation

Candidates demonstrate a broad general understanding of the major concepts of personal health and wellness; proper nutrition; healthy family growth and development; positive emotional, social, and mental health practices; disease prevention and control behaviors; injury prevention and safety practices; responsible use of chemical substances; essential community health practices and services; and consumer decision making and access to health products and services. Candidates facilitate student understanding and practices of health and wellness across all the subject disciplines of the school curriculum.

Physical Activity and Physical Education

Standard 1

Candidates know, understand, and use physical activity to enhance and reinforce learning in all subject areas and coordinate with physical education specialists to support physical fitness knowledge and skill development for children.

Supporting Explanation

Candidates demonstrate understanding of the connection between physical activity and learning. They use physical activity to increase the motivation and success of students. They coordinate with physical education specialists to mutually reinforce the goals in both regular and physical education.

Program Implementation Standards

1. The program of study in elementary education enables teacher candidates to meet the performance standards for the elementary education endorsement. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. The program of study assists candidates in teaching the subjects taught in early elementary and intermediate grades, particularly English language arts, mathematics, social studies, and science, and the ability to apply developmentally appropriate practices to the various content areas.
2. Candidates in elementary education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. The major may be combined with study in other fields related to how children learn in the context of their environment. Enrollment in such a major is open to students who are preparing for

licensure in elementary education and to students who are not. Examples include the following:

- A. An interdisciplinary major, which includes study in English, mathematics, science and social studies.
 - B. An interdisciplinary major in two disciplines from the arts and sciences. The major may include any combination of subjects taught in elementary grades.
 - C. A major in a single discipline from the arts and sciences.
3. Institutions of higher education provide focused study of the teaching of reading (as outlined in the Tennessee Reading Standards To Be Integrated Into Licensure Standards, 2001) and may include such study in the major or in the professional education core.
 4. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
 5. Teacher candidates have internship or student teaching experiences in both early grades (K-3) and intermediate grades (4-6).
 6. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in related subject areas; national standards in the content areas; and Tennessee Reading Standards To Be Integrated Into Licensure Standards (2001).
 7. These standards become effective for candidates seeking licensure no later than September 1, 2007. Institutions will submit standards for conditional approval no later than September 1, 2004

**Tennessee Teacher Licensure Standards:
Middle Grades Education
(Endorsement in Middle Grades Education 4-8)**

Date Standards Adopted or Most Recent Revision: August 27, 2004
Date Institutions Must Submit To DOE: September 1, 2005
Date Candidates Must Meet Standards: September 1, 2008

Introduction

Tennessee supports specialized preparation programs for middle grades education (4-8) that enable teacher candidates to meet the academic and developmental needs of all students. The performance standards for middle grades education provide teacher preparation programs guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning teachers. Teaching middle grades is a lifelong undertaking that is initiated in college course work, refined in field experiences and/or clinical practice, and enhanced during professional teaching.

The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, an academic major and a variety of field experiences to ensure teacher candidates meet all of the following standards.

Content Area Standards

Middle Grades Education

Standard 1: Middle Childhood and Young Adolescent Development

Candidates demonstrate understanding of the major concepts, principles, and theories of middle childhood and young adolescent development.

Supporting Explanation

Candidates demonstrate understanding of the major concepts, principles and theories of middle childhood and young adolescent development, including intellectual, physical, social, emotional, and moral development. They design and provide opportunities that support positive student development and learning.

- 1.1 Candidates use current research regarding the major concepts, principles, and theories of middle childhood and young adolescent development.

- 1.2 Candidates identify the range of individual differences within the areas and rates of development and provide for that diversity in creating learning opportunities.
- 1.3 Candidates use a variety of developmentally appropriate teaching and classroom management strategies, including conflict resolution, to provide learning experiences which take into consideration these developmental characteristics.
- 1.4 Candidates understand the implications of middle childhood and young adolescent developmental needs for patterns of school organization and make use of various components of successful middle level schools, such as integrated and exploratory curriculum, flexible scheduling, and guidance and support services.
- 1.5 Candidates understand the influence that developmental needs have on social and emotional growth and the learning process.
- 1.6 Candidates understand and demonstrate respect for the complex and dynamic contexts in which development occurs in classrooms, families, peer groups, communities and society and they involve all in the educational experience.
- 1.7 Candidates understand the issues of health, sexuality and peer pressure during middle childhood and young adolescence and know about how the media influence students' perceptions, images and aspirations.

Standard 2: Middle Level Philosophy, Organization and Instruction

Candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools.

Supporting Explanation

Candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools and they work successfully within middle level organizational components.

- 2.1 Candidates know about historical and contemporary models for educating students in the middle grades (4-8), including their advantages and disadvantages.
- 2.2 Candidates articulate and apply characteristic components of developmentally responsive middle level schools, as well as their philosophical underpinnings.

- 2.3 Candidates employ best practices for the education of middle childhood and young adolescent students in a variety of school organizational plans, such as P-8, K-5, 5-8, and 7-12.
- 2.4 Candidates implement the team process and collaborative analysis of student assessment data as means for school improvement and enhancement of student learning.
- 2.5 Candidates collaborate effectively with colleagues in planning and implementing the major components of middle level education, including team organization, job-embedded professional development, flexible grouping and scheduling, attention to transitions between levels, as well as advisory, exploratory, and intramural programs.
- 2.6 Candidates develop and implement an integrated curriculum, making connections within the disciplines, across disciplines, and with the real world, including the world of work.
- 2.7 Candidates integrate learning experiences and career education and enable students to perceive the relationship between education and careers and the effects of educational decisions on career options.

English Language Arts

Standard 1: Reading

Candidates know, understand, and use appropriate practices for promoting and developing literacy skills, for integrating reading instruction across all subject matter areas, and for enabling all students to become proficient and motivated readers.

Supporting Explanation

Candidates know what is necessary for all students to learn to read, and they implement a balanced reading program. Teacher candidates understand that students learn to read within the context of every subject and that explicit instruction in reading is needed throughout the elementary and middle grades. For additional information, please refer to Tennessee Reading Standards To Be Integrated Into Licensure Standards, PreK-4, K-8 and 5-8 (2001).

Standard 2: Writing

Candidates know, understand, and use the writing process for communication, expression, and reflection in all subject areas, for a variety of purposes, in a range of modes, and for multiple audiences.

Supporting Explanation

Candidates demonstrate a broad understanding of the uses of writing to learn, inform, explain, persuade and express individual voice.

- 2.1 Candidates demonstrate knowledge of the writing process.
- 2.2 Candidates know the state writing curriculum standards and incorporate that knowledge into their instruction.
- 2.3 Candidates write frequently across content areas and in practical, occupational, personal and academic modes.
- 2.4 Candidates evaluate written products and assess students' progress both holistically and through the analysis of discrete elements.
- 2.5 Candidates know and use a variety of strategies to teach on-demand timed writing, emphasizing narrative and expository modes.
- 2.6 Candidates acknowledge and respect the effect of cultural diversity and linguistic differences in the writing of students whose first language is not English.
- 2.7 Candidates understand the reciprocal nature of the language arts and integrate that knowledge in their teaching practices.
- 2.8 Candidates promote writing to learn within the core content areas and related arts.
- 2.9 Candidates incorporate technology in the teaching of writing.

Standard 3: Elements of Language

Candidates know and understand basic English usage, mechanics, spelling, grammar, and sentence structure as tools to facilitate the writing process.

Supporting Explanation

Candidates understand and use the rules and conventions governing the structure and syntax of language as prerequisites to effective communication and as markers of literacy.

- 3.1 Candidates recognize that effective instruction in the elements of language is integrated with and applied to the writing process.
- 3.2 Candidates demonstrate understanding of the parts of speech and their functions in sentences.

- 3.3 Candidates apply the standard rules of capitalization and punctuation in written communication using legible handwriting and word processing.
- 3.4 Candidates teach students to identify and correct errors in spelling.
- 3.5 Candidates use a variety of strategies, including sentence combining, to correct run-on sentences and sentence fragments.
- 3.6 Candidates translate the knowledge of structure and mechanics into proofreading and editing of written language in all disciplines.
- 3.7 Candidates construct simple, compound, and complex sentences, using correct word order, subject-verb agreement, and correctly placed modifiers.
- 3.8 Candidates design instruction appropriate to students of diverse backgrounds.
- 3.9 Candidates support continuous English language development through content area instruction for students whose first language is not English.

Standard 4: Speaking and Listening

Candidates know, understand, and model appropriate oral language and listening skills. They understand that listening and speaking involve complex language structures and that development of these structures is necessary for students to communicate orally, write effectively, and make meaning from text.

Supporting Explanation

- 4.1 Candidates model appropriate pitch, rate, and modulation when speaking.
- 4.2 Candidates display confidence and poise in oral presentations.
- 4.3 Candidates model the tenets of Standard English usage in spoken language.
- 4.4 Candidates demonstrate methods to advance students' abilities to listen and speak for a variety of purposes and audiences.

Mathematics

Standard 1: Mathematical Processes

Candidates demonstrate an understanding of effective instructional strategies that integrate mathematics content and processes.

Supporting Explanation

Candidates develop the mathematical processes of problem solving, reasoning, communication, connections, and representation and plan effective instructional activities to develop these processes in students. In addition, they integrate appropriate reading strategies and a variety of technologies into their instructional practices to support conceptual and process development.

- 1.1 Candidates use problem solving to build new mathematical knowledge, to solve problems in a variety of contexts and to reflect on solutions.
- 1.2 Candidates make and investigate mathematical conjectures and use logical thought in reflecting, explaining, and justifying strategies and solutions.
- 1.3 Candidates use appropriately and accurately the vocabulary and symbols of mathematics to express and justify mathematical concepts and strategies.
- 1.4 Candidates demonstrate an understanding of how mathematical concepts are related and developed across grade levels as well as how they are connected to other disciplines and the real world.
- 1.5 Candidates use a variety of representations of mathematical concepts, operations and relations, including manipulatives, graphs and other models.

Standard 2: Number and Operations

Candidates work flexibly with rational numbers to solve problems and create learning experiences that develop student comprehension of mathematical concepts, operations, properties and relations necessary for number and operation sense.

Supporting Explanation

Candidates have both conceptual understanding of number and operation sense and the ability to apply those concepts, properties and procedures in problem-solving situations. They also demonstrate knowledge of effective instructional practices necessary for developing proficiency with number and operations in students.

- 2.1 Candidates represent numbers, number relationships, and number systems verbally, symbolically and graphically.
- 2.2 Candidates model operations and explain how they relate to one another.

- 2.3 Candidates carry out computational procedures flexibly, accurately, efficiently and appropriately.
- 2.4 Candidates apply number and operation sense to represent and solve problems and to justify or explain reasonable estimates.

Standard 3: Algebra

Candidates know, understand, and use algebraic concepts and create learning experiences that develop algebraic thinking in students.

Supporting Explanation

Candidates can generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problems-solving situations. They also demonstrate knowledge of effective instructional practices necessary for fostering algebraic proficiency in students.

- 3.1 Candidates extend and generalize patterns to describe relations and functions, including linear and non-linear functions.
- 3.2 Candidates represent and analyze mathematical situations and structures, including linear equations, using algebraic symbols.
- 3.3 Candidates use mathematical models, including graphs of linear equations, to represent and describe quantitative relationships, as well as real-world problems.
- 3.4 Candidates analyze, represent, and describe change in a variety of contexts and problems using graphs, tables and equations.
- 3.5 Candidates can simplify and evaluate algebraic expressions and apply formulas to solve real-world problems.

Standard 4: Geometry

Candidates know, understand and use geometric concepts and create learning experiences that develop geometric concepts and spatial reasoning in students.

Supporting Explanation

Candidates have an understanding of geometric concepts and relationships and can apply them in real-world problem solving situations. They also demonstrate knowledge of effective instructional practices necessary for developing geometric proficiency in students.

- 4.1 Candidates analyze and describe characteristics and properties of two- and three-dimensional geometric figures.
- 4.2 Candidates specify locations and explain spatial relationships using coordinate geometry and other representational systems.
- 4.3 Candidates apply transformations and use symmetry to analyze mathematical situations.
- 4.4 Candidates use visualization, spatial reasoning and geometric modeling to solve problems.

Standard 5: Measurement

Candidates know, understand and use measurement and create learning opportunities that teach students to apply the units and processes of measurement in mathematical and real-world problems.

Supporting Explanation

Candidates use a variety of tools, techniques and formulas to determine and estimate both metric and customary measurements in mathematical and real-world problems related to their instructional responsibilities.

- 5.1 Candidates select and use appropriate tools and units to measure time, angles, length, perimeter, area, surface area, capacity, volume and weight.
- 5.2 Candidates use and justify a variety of strategies, techniques and formulas to determine and estimate measurements.

Standard 6: Data Analysis and Probability

Candidates know, understand and use data analysis and probability concepts and design instructional activities to teach students to understand and apply basic statistical and probability concepts.

Supporting Explanation

Candidates apply basic statistical and probability concepts in order to organize and analyze data and to make predictions and conjectures.

- 6.1 Candidates formulate real-world questions that can be addressed with data and collect, organize and display relevant data to answer questions.
- 6.2 Candidates select and use appropriate statistical methods to analyze data.

- 6.3 Candidates make and evaluate inferences and predictions that are based on data.
- 6.4 Candidates apply basic concepts of probability in problem-solving situations.

Science

Standard 1: Elements of Effective Science Instruction

Candidates demonstrate understanding of science and technology in daily life through the use of inquiry-based, open-ended and materials-based laboratory investigation including student-designed investigation. They incorporate habits of mind and pedagogical techniques required to deliver effectively the content in a safe environment.

Supporting Explanation

Candidates know, understand and use strategies and pedagogy to enhance science instruction for all students.

- 1.1 Candidates engage in multiple levels of inquiry that incorporate designing investigations; observing, predicting, interpreting and analyzing data; and providing evidence to communicate results.
- 1.2 Candidates demonstrate understanding of and apply the unifying concepts of science such as scale and model, form and function, organization, interaction, change and conservation.
- 1.3 Candidates select and use a wide variety of scientific instruments for measurement and observation including microscopes, computers, calculators and probeware.
- 1.4 Candidates demonstrate the interrelationships among the various science disciplines, literacy, mathematics and social sciences by integrated teaching practices.
- 1.5 Candidates demonstrate an understanding of assessment as ongoing and continuous and use a variety of assessment techniques that indicate what students know, understand and are able to do.
- 1.6 Candidates create a classroom culture that supports higher levels of questioning, collaborative learning, real world connections and other interconnections.

- 1.7 Candidates plan lessons and units that incorporate a learning cycle—engagement, exploration, explanation, extension and evaluation—using current Tennessee science curriculum standards.
- 1.8 Candidates demonstrate the ability to manage and maintain a safe laboratory environment, including proper materials and chemical storage, safe laboratory procedures and practices and appropriate student behavior.
- 1.9 Candidates continually seek out and make use of relevant and current research in science and science instruction through professional publications, organizations and other resources.

Standards 2: Life Science

Candidates know, understand and use the central concepts of life science.

Supporting Explanation

Candidates have a solid knowledge base in the major concepts, issues and processes related to cells, diversity of life, interdependence among living things and the environment, heredity and reproduction, flow of matter and energy in nature, and biological change.

- 2.1 Candidates demonstrate knowledge and understanding of the structure and function of plant and animal cells.
- 2.2 Candidates demonstrate their understanding that organisms are interdependent and dependent on resources provided by the physical environment and demonstrate relationships within the food chain.
- 2.3 Candidates demonstrate understanding of the process of photosynthesis and cellular respiration and their impact on their environment.
- 2.4 Candidates demonstrate their understanding that living things are related across generations by hereditary information transmitted from parent to offspring in the form of DNA, genes and chromosomes in reproductive processes.
- 2.5 Candidates demonstrate their understanding that living things display an enormous amount of variation and adaptations for survival in specific environments, yet have many fundamental characteristics in common.
- 2.6 Candidates demonstrate knowledge of the process of natural selection and the nature of biological change over time as indicated by fossil evidence.

Standard 3: Earth/Space Science

Candidates know, understand and use the central concepts of earth/space science.

Supporting Explanation

Candidates have a solid base of knowledge of the earth's resources, features, cycles and place in the universe.

- 3.1 Candidates demonstrate understanding of the objects of the universe, relative distances between objects, and movement of objects in space governed by the force of gravity. Candidates assist students in discovering that motion determines seasons, time increments and phase changes of natural satellites, such as the moon.
- 3.2 Candidates demonstrate understanding of the water cycle and effects of solar energy and how they influence global patterns of oceanic and atmospheric movement resulting in weather and climate, including catastrophic events. They collect and analyze weather data to predict weather patterns.
- 3.3 Candidates demonstrate an understanding of the rock cycle.
- 3.4 Candidates demonstrate understanding that the earth is characterized by many different land and water features that are affected by external and internal forces, such as weathering, erosion, plate tectonics and human activity.
- 3.5 Candidates demonstrate understanding that the earth is composed of a wealth of useful resources providing necessary materials and energy and that human activities and natural forces affect land, ocean and the atmosphere.

Standard 4: Physical Science

Candidates know, understand and use the central concepts of physical science.

Supporting Explanation

Candidates demonstrate a solid base of understanding of the major concepts, issues and processes that surround matter—its composition, properties and interactions—and the relationships that exist among force, matter and energy.

- 4.1 Candidates demonstrate various ways in which force affects motion, including Newton's laws, and that simple machines can be used to facilitate work.

- 4.2 Candidates classify and identify matter by physical and chemical properties and distinguish between physical and chemical changes.
- 4.3 Candidates demonstrate comprehension of the law of conservation of mass and that matter exists in pure states and can combine to form mixtures and compounds; they explain what is represented in a chemical compound.
- 4.4 Candidates demonstrate comprehension of the law of conservation of energy and that energy exists in many forms and can be transferred, converted, or conserved, but never lost.
- 4.5 Candidates demonstrate understanding of the differences between acids and bases and how indicators are used.
- 4.6 Candidates demonstrate understanding of what a chemical equation represents and how chemical symbols, formulas and balanced chemical equations are used to describe a chemical reaction.

Social Studies

Standard 1: Social Studies Processes

Candidates use effective instructional strategies that integrate social studies content and knowledge.

Supporting Explanation

Candidates recognize how culture; economics; geography; governance and civics; history; and individuals, groups and interactions impact the various elements of the Tennessee curriculum: world communities, American history from its beginning to the present, and early world civilizations. Candidates understand and use a variety of instructional strategies to encourage the development of critical thinking, problem solving and performance skills in students.

- 1.1 Candidates assist students in acquiring information through locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources.
- 1.2 Candidates use sources that include printed materials, maps, graphic representations, artifacts, physical and human environmental elements and media and technology sources.
- 1.3 Candidates model the problem solving process involving comprehension, analysis, and data interpretation that lead to a solution or conclusion.

- 1.4 Candidates use communication to convey ideas through individual expression, group dialogue, cultural communities, and global networks using oral, written, symbolic, visual and technological means.
- 1.5 Candidates relate an understanding of chronological placement, historical trends, and historical decision-making that is integral to all of the social studies disciplines.
- 1.6 Candidates analyze historical data to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

Standard 2: Culture

Candidates understand and demonstrate appreciation of the variety of human cultures including the similarities and differences in beliefs, knowledge bases, changes, values and traditions.

Supporting Explanation

- 2.1 Candidates explore different elements of societies to help develop their students' appreciation of and respect for the variety of human cultures.
- 2.2 Candidates recognize the contributions of individuals and people of various ethnic, racial, religious and socioeconomic groups to the development of communities and civilizations.

Standard 3: Economics

Candidates understand basic economic concepts and recognize the effects of globalization, population growth, technological changes and international competition on production, distribution and consumption of goods and services.

Supporting Explanation

- 3.1 Candidates demonstrate an understanding of basic economic concepts.
- 3.2 Candidates utilize maps, tables, diagrams, and charts to interpret economic information.
- 3.3 Candidates convey how economic concepts shape history and apply this knowledge to current day events.

Standard 4: Geography

Candidates use knowledge of geography to explain the web of relationships among people, places, and environments.

Supporting Explanation

- 4.1 Candidates use knowledge of geographic spatial terms to identify the distribution of major human and physical features at country and global scales as exhibited in maps.
- 4.2 Candidates demonstrate an understanding of the demographic characteristics in places and regions.
- 4.3 Candidates recognize the basic components of earth's physical processes and environment.
- 4.4 Candidates apply their knowledge of human systems in analyzing types and patterns of human settlement.
- 4.5 Candidates employ their knowledge of the physical environment to explain human modifications, world patterns of resource distribution and utilization, and reactions to extreme natural events.
- 4.6 Candidates create activities focusing on the effects of physical and human geographic factors on historical events.

Standard 5: Governance and Civics

Candidates understand the concepts of governance and civics.

Supporting Explanation

- 5.1 Candidates convey the structure and purpose of governance in a democracy in language that is meaningful and appropriate for students.
- 5.2 Candidates demonstrate an understanding of individual rights and responsibilities, including ethical behaviors, and the role of citizens within their community, nation, and world.
- 5.3 Candidates provide opportunities for students to analyze the roles of the citizen in American democracy.
- 5.4 Candidates demonstrate understanding of different governance systems found throughout history and the world.

Standard 6: History

Candidates understand the importance of history and its relationship to informed decisions in contemporary life.

Supporting Explanation

- 6.1 Candidates understand the place of historical events in the context of past, present, and future.
- 6.2 Candidates convey the importance of perspective and context in the interpretation of historical events.
- 6.3 Candidates evaluate evidence, including primary sources, to develop comparative and causal analyses.
- 6.4 Candidates construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Standard 7: Individuals, Groups, and Interactions

Candidates understand that personal development and identity are shaped by factors including culture, groups, and institutions and highlight the exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Supporting Explanation

- 7.1 Candidates describe the responsibilities that individuals have both to themselves and the group to which they belong.
- 7.2 Candidates convey how interactions between individuals and groups can influence communities and the individuals themselves.
- 7.3 Candidates assist students in understanding how groups can impact change at the local, state, national, and international levels.

Arts Education

Standard 1

Candidates know, understand, and use basic knowledge and skills in the arts to integrate them with other subject areas and to coordinate with arts specialists to support knowledge and skill development in the arts.

Supporting Explanation

Candidates demonstrate a broad general knowledge of the major concepts in music, visual art, drama, and dance. They further demonstrate knowledge of the developmental processes of these concepts. Candidates understand the role of the arts in differing cultures and draw upon their knowledge of the arts to integrate them into other subject areas. They also use this knowledge to

stimulate student creativity and to provide a means for student expression of ideas. Candidates coordinate with arts specialists in meeting the national and state curriculum standards.

Health/Wellness

Standard 1

Candidates know, understand, and use basic health knowledge and skills to introduce and reinforce learning about healthy lifestyles and how to integrate wellness concepts and practices in all other subject disciplines of the school curriculum.

Supporting Explanation

Candidates demonstrate a broad general understanding of the major concepts of personal health and wellness; proper nutrition; healthy family growth and development; positive emotional, social, and mental health practices; disease prevention and control behaviors; injury prevention and safety practices; responsible use of chemical substances; essential community health practices and services; and consumer decision making and access to health products and services. Candidates facilitate student understanding and practices of health and wellness across all the subject disciplines of the school curriculum.

Physical Activity and Physical Education

Standard 1

Candidates know, understand, and use physical activity to enhance and reinforce learning in all subject areas and coordinate with physical education specialists to support physical fitness knowledge and skill development for children.

Supporting Explanation

Candidates demonstrate understanding of the connection between physical activity and learning. They use physical activity to increase the motivation and success of students. They coordinate with physical education specialists to mutually reinforce the goals in both regular and physical education and to ensure that students understand the relationship between exercise and healthy lifestyles.

Program Implementation Standards

1. The program of study in middle grades education enables teacher candidates to meet the performance standards for the middle grades

education endorsement. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. The program of study assists candidates in teaching the subjects taught in middle grades, particularly English language arts, mathematics, social studies, and science, and the ability to apply developmentally appropriate practices to the various content areas.

2. Candidates in middle grades education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. The major may be combined with study in other fields related to how children learn in the context of their environment. Enrollment in such a major is open to students who are preparing for licensure in middle grades education and to students who are not. Examples include the following:
 - A. An interdisciplinary major, which includes study in English, mathematics, science and social studies.
 - B. An interdisciplinary major in two disciplines from the arts and sciences. The major may include any combination of subjects taught in elementary grades.
 - C. A major in a single discipline from the arts and sciences with an area of emphasis (approximately 10% of the undergraduate curriculum) in at least one additional discipline outside the major.
3. Institutions of higher education provide focused study of the teaching of reading (as outlined in the Tennessee Reading Standards To Be Integrated Into Licensure Standards, 2001) and may include such study in the major or in the professional education core.
4. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.

5. Teacher candidates have internship or student teaching experiences in both intermediate grades (4-6) and middle grades (7 and 8). To the extent possible, teacher candidates have experiences—either in field experiences or internship/student teaching—in a variety of instructional patterns, including teaming, departmentalization and self-contained, and in at least two content areas.
6. Teachers who hold an elementary education endorsement (such as K-8) may continue to teach in the grades for which they are endorsed.
7. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); National Middle School Association Middle Level Teacher Preparation Standards (2002); other current research on middle level education; Tennessee Curriculum Standards in related subject areas; national standards in the content areas; and Tennessee Reading Standards To Be Integrated Into Licensure Standards (2001).
8. These standards become effective for candidates seeking licensure no later than September 1, 2008. Institutions will submit standards for conditional approval no later than September 1, 2005.

**Tennessee Teacher Licensure Standards:
Middle Grades STEM Education
(Endorsement in Middle Grades STEM Education 5-9)**

Date Standards Adopted or Most Recent Revision: August 5, 2011
Date Institutions Must Submit to DOE: Current

The acronym STEM describes an interdisciplinary area of study that integrates Science, Technology, Engineering and Mathematics. All Tennessee students should emerge from their K-12 science education experiences fully prepared to transition into higher education, pursue careers in the technical workforce, or offer service to their communities and/or the nation.

Tennessee supports specialized preparation programs for middle grades STEM education (5-9) that enable teacher candidates to meet the academic and developmental needs of all students and improve STEM knowledge and skills in the middle school grades. The performance standards for middle grades STEM education provide teacher preparation programs with guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to become successful beginning teachers. Middle grades STEM teaching is a lifelong undertaking that is initiated in college coursework, refined by field experiences and/or clinical practice, and enhanced during professional teaching. The intent of these performance standards is to support teacher preparation programs that offer a comprehensive program of study that integrates the general education core, professional education, an academic major, and a variety of field experiences to ensure teacher candidates meet all of the following standards.

Candidate Content Standards

Middle Grades Education (5-9)

Standard 1: Young Adolescent Development

Candidates understand the major concepts, principles, and theories of young adolescent intellectual, physical, social, emotional, and moral development.

Standard Elements

Candidates demonstrate an understanding of the major concepts, principles, and theories of young adolescent development, including intellectual, physical, social, emotional, and moral development. They design and provide opportunities that support positive student development and learning.

- 1.1 Candidates apply current research regarding the major concepts, principles, and theories of young adolescent development to identify the range of individual differences within the areas and rates of

- development and to create learning opportunities that address this diversity.
- 1.2 Candidates understand the issues of health, mental health, sexuality, and peer pressure that prevail during young adolescence.
 - 1.3 Candidates reflect an enthusiasm for curriculum that is challenging, exploratory, integrated, and relevant.
 - 1.4 Candidates use a variety of developmentally appropriate teaching and classroom management techniques to provide exceptional learning experiences.
 - 1.5 Candidates understand and demonstrate respect for the complex and dynamic contexts in which development occurs in classrooms, families, peer groups, communities, and society; and, they understand strategies that support involvement at all levels of the educational experience.

Standard 2: Middle Grades Philosophy, Organization, and Instruction

Candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools.

Standard Elements

Candidates demonstrate an understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs. Candidates understand the responsibility to foster a learning environment that is inviting, safe, inclusive, and supportive of all.

- 2.1. Candidates study and evaluate contemporary best practice models for educating students in the middle grades (5-9) and can employ a contextual understanding of these practices in a variety of school organizational plans such as P-8, 5-8, and 7-12.
- 2.2. Candidates understand middle school patterns of school organization, infrastructure, and curriculum that support the development of the young adolescent's intellect and character.
- 2.3. Candidates can articulate and apply the characteristic components of developmentally responsive middle level schools to interpret and analyze individual case studies.
- 2.4. Candidates can plan lessons that make connections within the disciplines, across disciplines, and with the real world, including the world of work.
- 2.5. Candidates learn to design student assessments that foster and measure learning and practice collaborative analysis of student assessment data as a means for school improvement and enhancement of student learning.
- 2.6. Candidates practice effective collaboration in planning and implementing the major components of middle level education, such as, transitions between levels, on-going professional development, and

infrastructure. They understand that the purpose of using combined strategies is to contribute to school improvement.

English Language Arts

Standard 1: Reading

Candidates understand appropriate practices to promote, develop and integrate strategies for interpreting informational text across all STEM subject matter areas.

Standard Elements

Candidates demonstrate an understanding that students learn to read within the context of every subject and support a balanced reading program by practicing explicit instruction in STEM reading throughout the middle grades. For additional information, refer to Tennessee Reading Standards to be integrated into Licensure Standards.

- 1.1 Candidates know appropriate reading instructional strategies used to support the development of STEM skills and conceptual understanding.
- 1.2 Candidates can fluently read and interpret mathematical and scientific expressions; in particular equations, scientific symbols, diagrams, and representations.
- 1.3 Candidates know the Common Core State Standards (CCSS) for reading and incorporate this knowledge into their instruction by providing opportunities for students to read and develop fluency with informational text.

Standard 2: Writing

Candidates understand and use writing processes to communicate, express, and reflect in all subject areas, for a variety of purposes, in a range of modes, and for multiple audiences.

Standard Elements

Candidates demonstrate an understanding of the applications of writing to learn, inform, explain, defend, support, persuade, and express individual voice.

- 2.1. Candidates demonstrate knowledge of the writing process, especially in the context of instructional writing, technical writing, and writing that presents appropriate conclusions from technical information.
- 2.2. Candidates know the Common Core State Standards (CCSS) for writing and incorporate this knowledge into their instruction by providing opportunities for students to write within the STEM content areas and in personal, academic, practical, occupational modes.
- 2.3. Candidates demonstrate the ability to be self-assess their written problem-solving explanations/solutions and can help students learn these self-evaluation skills.

- 2.4. Candidates understand how to design writing tasks that help students organize and consolidate STEM thinking, promote coherent communication, and clearly express STEM concepts.
- 2.5. Candidates evaluate written products and assess students' progress both holistically and through the analysis of discrete elements in the context of STEM problem solving, use of rubrics, and their presentation of solutions.

Standard 3: Elements of Language

Candidates know and understand English usage, mechanics, spelling, grammar, and sentence structure as tools to facilitate the writing process.

Standard Elements

Candidates demonstrate an understanding of and apply rules and conventions that govern the structure and syntax of language as prerequisites to effective communication and as markers of literacy in the context of STEM communication.

- 3.1. Candidates are able to identify and correct errors in spelling and to recognize and use standard vocabulary, phrasing, and notation specific to STEM areas.
- 3.2. Candidates understand that science/mathematical expressions (formulas, equations, models, expressions, symbols, and diagrams) are used to communicate, and are able to apply these expressions to represent grammatically correct written and spoken English communication.
- 3.3. Candidates know the Common Core State Standards (CCSS) for language and incorporate this knowledge into their STEM instruction.

Standard 4: Speaking and Listening

Candidates understand the uses of speaking and listening to learn, inform, explain, defend, support, persuade and express individual voice orally.

Standard Elements

Candidates demonstrate an understanding of the use of speech and listening to learn, inform, explain, defend, support, persuade and express individual voice. They provide multiple opportunities for students to learn, inform, explain, defend, support, persuade and express individual voice.

- 4.1. Candidates model the tenets of Standard English usage in spoken language, and can articulate fundamental STEM concepts.
- 4.2. Candidates are confident and poised in oral presentations of fundamental STEM concepts.
- 4.3. Candidates understand how to design oral presentations and discussions in order to organize and consolidate STEM thinking, encourage coherent communication, and the precise expression of STEM concepts.
- 4.4. Candidates articulate good listening and interpretation strategies.

- 4.5. Candidates know the Common Core State Standards (CCSS) for Speaking and Listening and incorporate this knowledge into their STEM instruction.

STEM Learning

Standard 1: STEM Interdisciplinary Instruction

Candidates understand effective instructional strategies that support STEM learning and integrate STEM content and skills. Candidates develop cross-disciplinary problem-solving skills, reasoning, communication, connections, and representation. Additionally, they plan instructional activities designed to develop these skills in their students.

Standard Elements

Candidates demonstrate an understanding of the importance of instructional approaches and processes that underlie integrated STEM instruction. These processes apply in every STEM activity and support grade appropriate STEM understanding as defined in the Tennessee State Curriculum frameworks.

- 1.1 Candidates use current Tennessee state curriculum standards and Common Core State Standards to plan lessons and units that incorporate a learning cycle approach to instruction.
- 1.2 Candidates can choose, modify, and design appropriate learning activities that support higher order thinking, creative problem-solving, and development of the connections among major STEM concepts.
- 1.3 Candidates demonstrate an understanding of how STEM concepts are related and developed across grade levels and how they are connected to other non-STEM disciplines and the real world. A central theme is the understanding of the strong link between science and mathematics, including representations of data, symbolic modeling, and the linkage among science, mathematics engineering, and technology.
- 1.4 Candidates know the characteristics of a physically and emotionally safe learning environment that encourages and supports innovation, design, and intellectual problem-solving, and how to establish and maintain that environment.
- 1.5 Candidates know the principles of using technologically-supported, concrete, and abstract experiences to balance the needs of students from different ethnic and socioeconomic backgrounds and students of different gender, age, and ability.
- 1.6 Candidates understand how students learn STEM concepts, are adept at analyzing implications of student error, and can establish procedures to alter fundamental misconceptions.
- 1.7 Candidates understand the imperative in STEM education to continuously update information about the theory of the field, best teaching practices, and the availability of new technologies.

- 1.8 Candidates demonstrate the ability to design integrated STEM reading, writing, and questioning strategies and integrate a variety of technologies into their instructional practices to support conceptual development.
- 1.9 Candidates are able to implement a balanced formative and summative assessment system and analyze resultant data to monitor and adjust their instruction across disciplines.
- 1.10 Candidates develop students' recognition of the parallel steps in the disciplinary progressions of STEM work: scientific experimentation, mathematical proof, engineering design, and technology implementation.
- 1.11 Candidates develop protocols for managing the practicalities of classroom project design and management of STEM problem solving and group work.
- 1.12 Candidates can design a logical model that directs the goals, objectives, needed resources, and sequence of events that lead to the completion of specific STEM learning outcomes.
- 1.13 Candidates can locate and evaluate the usefulness of professional and technical literature in each of the STEM areas; they are also aware of the resources provided by professional publications and organizations (such as NCTM, NSTA, ACS, ITEA, etc.) and know how to access these resources.
- 1.14 Candidates can use student assessment to detect and address misconceptions. In particular, candidates can collect and appropriately evaluate individual and group work by students, analyze test data and formative assessments, and review student interactions; candidates can apply the analysis of data to modify instruction, and improve individual student learning and classroom behavior.

Standard 2: STEM Interdisciplinary Content

Candidates demonstrate expertise in the application of practices that integrate STEM disciplines.

Standard Elements

Candidates demonstrate expertise in the applying practices that integrate STEM disciplines. They are able to design and implement multiple integrated learning experiences for students.

- 2.1. Candidates analyze, represent, and describe change in a variety of contexts using graphs, tables and equations, approximate function values from various contexts, and describe relationships from disparate sources of information.
- 2.2. Candidates can represent real world phenomena through a variety of graphic and numerical functions and with statistical models.
- 2.3. Candidates understand the process of measurement and limitations related to uncertainty and error.
- 2.4. Candidates can assess the reasonableness of estimates, establish boundaries on error, and discuss the implications of using technology

- to approximate non-rational quantities, especially percentage error and scientific notation.
- 2.5. Candidates can integrate basic fundamental concepts and major principles through connections with historical context.
 - 2.6. Candidates model the problem-solving process including comprehension, analysis, and data interpretation skills that lead to a solution or conclusion, and can evaluate and interpret the success and failure of a particular process.

Mathematics

Standards 1: Mathematical Practices

Candidates demonstrate effective mathematics processes as they reason, solve problems, communicate mathematical ideas, chose appropriate representations, and recognize connections between mathematical concepts and other STEM disciplines.

Standard Elements

Candidates demonstrate an understanding of the mathematical processes of problem solving, reasoning, communication, connections, and representation, plan effective instructional activities to develop these processes in students, and integrate appropriate strategies and technologies into their instructional practices to support conceptual and process development.

- 1.1 Candidates know the Common Core State Standards (CCSS) for Mathematical Practices and incorporate this knowledge into their STEM instruction.
- 1.2 Candidates make and investigate mathematical conjectures and use logical thinking to reflect, explain, and justify strategies and solutions.
- 1.3 Candidates are comfortable with abstract representations of mathematical ideas that express ideas and extend concrete examples to more broad implications.
- 1.4 Candidates are thoroughly knowledgeable about current specialized technologies that assist in calculation, exploration of patterns, demonstration of mathematical properties, and assist with instruction, knowledge development, and assessment.

Standard 2: The Number System

Candidates understand mathematical concepts, operations, properties, and relations necessary for number and operation sense.

Standard Elements

Candidates demonstrate an understanding of how and when to apply numerical and operation concepts, properties, and procedures to problem-solving situations.

- 2.1 Candidates know the Common Core State Standards (CCSS) for the Number System and incorporate this knowledge into their STEM instruction.
- 2.2. Candidates can perform computations involving radicals, exponents, trigonometric, and rational expressions flexibly, accurately, efficiently, and can assess the reasonableness of their computations.
- 2.3. Candidates are able to explain arithmetic operations and properties of the integers, rational numbers and the complex numbers in terms of an axiomatic construction.
- 2.4. Candidates demonstrate understanding of how basic ideas of number theory and algebraic structures underlie the rules for operations on expressions, equations, and inequalities.
- 2.5. Candidates can establish various properties of integers using mathematical induction.
- 2.6. Candidates model operations on various sets of elements and examine the existence of common operational properties in different contexts.

Standard 3: Equations and Expressions

Candidates know, understand, and use algebraic concepts and create learning experiences that develop algebraic thinking, including use of patterns, functions, and modeling.

Standard Elements

Candidates demonstrate an understanding of and can generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problem-solving situations. They demonstrate effective instructional practices necessary to foster algebraic proficiency in students.

- 3.1 Candidates know the Common Core State Standards (CCSS) for Algebra and incorporate this knowledge into their STEM instruction.
- 3.2 Candidates appropriately use, simplify, and manipulate algebraic expressions that involve polynomials, radical expressions, and fractions of polynomials to analyze situations, and solve or model real world problems.
- 3.3 Candidates can factor higher degree polynomials into quadratic and linear products, simplify complex rational expressions, and connect roots of polynomials to their graphic representations as well as to complex numbers.
- 3.4 Candidates understand the role that linear functions play in modeling and the use of regression to model and understand real world phenomena.
- 3.5 Candidates extend and generalize patterns to describe relations and functions, including linear and non-linear functions and the fundamental properties of exponential functions.
- 3.6 Candidates can use graphing calculators and spreadsheets as tools to explore algebraic ideas, algebraic representations of information, and algebraic problem- solving.

Standard 4: Geometry

Candidates know, understand and use geometric concepts and create learning experiences that develop geometric concepts and spatial reasoning.

Standard Elements

Candidates demonstrate an understanding of geometric concepts and relationships and can apply them in real-world problem solving situations. They demonstrate knowledge of effective instructional practices necessary for developing geometric proficiency in students.

- 4.1 Candidates know the Common Core State Standards (CCSS) for Geometry and incorporate this knowledge into their STEM instruction.
- 4.2 Candidates analyze, describe characteristics, and calculate appropriate measurements related to properties of two- and three-dimensional geometric figures; they can relate these processes to science concepts in physics, astronomy and chemistry.
- 4.3 Candidates can calculate various quantities connected to special figures and composite figures.
- 4.4 Candidates can connect the various fundamental properties of triangles, including similar triangles and the Pythagorean Theorem, to both non-algebraic functions and applications of mathematics.
- 4.5 Candidates understand various methods of measuring angles and relate them to right triangles and unit circle trigonometry, engineering, chemistry, and physics.
- 4.6 Candidates can utilize basic trigonometric constructions to solve geometric and contextual problems.
- 4.7 Candidates specify locations and explain spatial relationships using coordinate geometry, vectors, vector operations, and scaling.
- 4.8 Candidates use dynamic drawing tools and other emerging technologies to conduct geometric investigations that emphasize visualization and pattern recognition.

Standard 5: Statistics and Probability,

Candidates know, understand and use data analysis and probability concepts; they can design instructional activities to teach students to understand and apply basic statistical and probability concepts. Candidates can use data collected in STEM settings and from existing databases to connect mathematics, technology, and the sciences.

Standard Elements

Candidates demonstrate an understanding of the basic statistical and probability concepts.

- 5.1 Candidates know the Common Core State Standards (CCSS) for Mathematical Practices and incorporate this knowledge into their STEM instruction.
- 5.2 Candidates can solve problems involving fundamental set operations such as union, intersection and complement; they can illustrate these concepts with Venn Diagrams and apply these calculations to probability concepts.
- 5.3 Candidates understand basic concepts of probability such as conditional probability and independence and develop skill in calculating probabilities associated with those concepts.
- 5.4 Candidates formulate real-world questions that can be addressed with data, present appropriate methods for data gathering and analysis, including measures of central tendency, and create multiple visual representations of data.
- 5.5 Candidates make and evaluate inferences and predictions based on data and theoretical probabilities and communicate their predictions in clear language and through well-constructed graphical displays.
- 5.6 Candidates can analyze experimental designs and discuss types of sample bias, calculate descriptive statistics, and collect data to describe different characteristics within or among populations.

Standard 6: Advanced Mathematics

Candidates understand and can describe mathematical concepts underlying set theory, functions, and the fundamental principles of calculus, and can connect these concepts to explore scientific questions.

Standard Elements

Candidates demonstrate an understanding of the beginning areas of advanced mathematics topics to develop correct and consistent explanations for mathematical concepts that provide the underpinnings of mathematical learning in grades 9-12.

- 6.1 Candidates understand the fundamental concepts, calculations, and processes that distinguish calculus, including limits, differentiation and integration.
- 6.2 Candidates can correctly identify, negate, and use logical connectives and quantifiers.
- 6.3 Candidates understand verbal descriptions of function behavior, including increasing/decreasing, concavity, and extrema.
- 6.4 Candidate can discuss optimization of functions from a variety of perspectives, including closed and open intervals.
- 6.5 Candidates can determine, explain, and use technology and real world problems to provide context for vertical and horizontal asymptotes.

Science

Standards 1: Life Science

Candidates know, understand and can explain the central concepts of life science.

Standard Elements

Candidates demonstrate an understanding of the major concepts, issues and processes related to cells, diversity of life, interdependence among living things and the environment, heredity and reproduction, flow of matter and energy in nature, and biological change.

- 1.1 Candidates demonstrate knowledge and understanding of the structure and function of plant and animal cells and their organelles.
- 1.2 Candidates demonstrate understanding that living things are related across generations by hereditary information transmitted from parent to offspring in the form of DNA, genes and chromosomes during the reproductive processes, and can distinguish between inherited and environmental characteristics.
- 1.3 Candidates can identify examples and processes related to recessive and dominant traits, use standard techniques to predict genotypes and phenotypes; and use probability and data to reinforce these principles.
- 1.4 Candidates can represent the organization of organ systems and their contributions to survival.
- 1.5 Candidates demonstrate an understanding of the process of photosynthesis as the source of all energy available to living organisms and the dynamic interplay between photosynthesis and respiration.
- 1.6 Candidates understand that organisms are dependent on resources provided by the physical environment, relationships within food chains, and interdependence among organisms.
- 1.7 Candidates understand the process of natural selection and the nature of biological change over time as indicated by fossil record, and can interpret diversity among living things in terms of adaptive responses to the environment.

Standard 2: Earth/Space Science

Candidates know, understand and can explain the central concepts of Earth and space science.

Standard Elements

Candidates demonstrate an understanding of the Earth's resources, features, cycles and place in the universe.

- 2.1 Candidates can classify the objects of the universe, discuss relative distances between objects, and model the movement of objects in space as governed by the force of gravity as well as the factors that influence its strength; they can express the nature of mathematical models that allow conclusions to be drawn across vast distances and in places that cannot be touched.
- 2.2 Candidates can identify star patterns in charts as well as identify methods and tools for researching seasonal star patterns.

- 2.3 Candidates can describe, illustrate, and use models to explain the motion, relative position, and alignment of the Sun, Moon, and Earth that determine seasons, time increments, tides, and phase changes of the moon, eclipses, and seasonal changes in the night sky.
- 2.4 Candidates understand the characteristics of planets and can draw conclusions about planets from analysis of comparative data; candidates can discuss the relationship between data and theory that supports current theories about planet formation and stellar evolution.
- 2.5 Candidates can discuss the historical methods of measuring time and identify the physical attributes of the Earth and sky that inspired these methods of measurement.
- 2.6 Candidates demonstrate understanding that the Earth is characterized by many land and water features that are affected by forces, such as weathering, erosion, plate tectonics and human activity.
- 2.7 Candidates compare and contrast climates in various locations in terms of latitude, altitude, and regional geologic features such as mountain ranges, plains, and coastal regions. They can analyze weather data to predict weather patterns and distinguish between local weather and global climate.
- 2.8 Candidates demonstrate an understanding of the hydrologic cycle and factors that affect it, such as how bodies of water affect the water cycle, effects of solar energy, the influence on global patterns of oceanic and atmospheric movements that result in weather and climate.
- 2.9 Candidates demonstrate understanding of major geologic processes and the rock cycle as well as the related changes in Earth's features and the timescales over which they occur, and processes that lead to observable events such as earthquakes, tsunamis, and volcanic eruptions.
- 2.10 Candidates can model Earth's layers and plate tectonics, identify types of rocks, and discuss features and events of the earth that are connected to plate movement.

Standard 3: Physical Science

Candidates know, understand and can explain the central concepts of physical science.

Standard Elements

Candidates demonstrate an understanding of the major concepts, issues and processes that surround matter – its composition, properties and interactions – and the relationships that exist among force, matter, and energy.

- 3.1 Candidates understand and can manipulate and combine the fundamental units of mass, distance, and time.
- 3.2 Candidates classify and identify matter according to physical and chemical properties, distinguish between physical and chemical changes, and discuss different states of matter and factors that cause a change in state.

- 3.3. Candidates understand evidence that supports the idea that matter is made of very small, discrete individual particles; they can discuss the differences between elements, compounds, and mixtures.
- 3.4. Candidates understand what a chemical equation represents and how chemical symbols, formulas, and balanced chemical equations are used to describe chemical reactions; they understand the organizing principles of the periodic table.
- 3.5. Candidates demonstrate understanding of the differences between acids and bases and the use of indicators.
- 3.6. Candidates can discuss the scientific principles that underlie gravity and electromagnetism and design investigations to illustrate these principles.
- 3.7. Candidates understand, mathematically model, and demonstrate how force affects motion, including Newton's Laws and the influence of mass.
- 3.8. Candidates can demonstrate and design experiments to show the difference between potential and kinetic energy and the means of energy transfer and the relevant technological and economic implications.
- 3.9. Candidates discuss the implications of the law of conservation of energy.
- 3.10. Candidates understand the concept of work as a particular means of energy transfer and can demonstrate the use of simple machines to facilitate work.
- 3.11. Candidates can discuss and model the fundamental properties of both physical and electromagnetic waves. They can relate the frequency of a wave to observable phenomena, such as color and pitch, and to appropriate mathematical models.
- 3.12. Candidates can construct simple electrical circuits for demonstrating the characteristics of conductors and insulators.

Engineering and Technology

Standard 1: The Nature of Engineering and Technology

Candidates understand real world applications of engineering and technology.

Standard Elements

Candidates demonstrate an understanding of the characteristics, risks, and benefits of technology and engineering.

- 1.1. Candidates can explain the characteristics and scope of technology and engineering and their role through history.
- 1.2. Candidates can research and discuss the merits of engineering and technology based on risk versus reward and ethical considerations.
- 1.3. Candidates can trace the development of scientific principles, process of creative utilization, and engineering leading to new technologies for use in the world.

- 1.4 Candidates can explain the components of the Engineering Design Cycle and its relationship to the human-made world.

Standard 2: Phases of Technological Production

Candidates demonstrate an understanding of the basic processes and types of technology.

Standard Elements

Candidates demonstrate an understanding of the processes of technological production and can draw connections to mathematics and science.

- 2.1 Candidates can relate the phases of technological production to problem solving.
- 2.2 Candidates can identify major types of technology, its use and effectiveness.
- 2.3 Candidates understand the fundamental use of units to analyze problems and maintain accuracy of technological solutions.
- 2.4 Candidates can relate a designed product to its underlying scientific principles.

Standard 3: Impact of Technological Advances

Candidates understand benchmark technologies and discuss the impact of these technologies on society.

Standard Elements

Candidates demonstrate an understanding of and can identify specific benchmark technologies for discussing their impact on human society and the advancement of science and technology.

- 3.1. Candidates can identify current examples of technology that have impacted Earth and the Earth's resources, and lead appropriate discussions based on these examples.
- 3.2. Candidates utilize research findings, maps, tables, diagrams, and charts to interpret the economic and environmental impact of technological advances.
- 3.3. Candidates recognize fundamental aspects of STEM by examining the historical and current major STEM advances and the associated problem-solving processes.
- 3.4. Candidates can research current developments in technology and scientific knowledge and discuss the merits of the technology in terms of risk versus reward and ethical considerations.

Program Implementation Standards

1. The program of study in middle grades STEM education enables teacher candidates to meet the performance standards for the middle grades

STEM comprehensive program of study that integrates the standards in the general education core, professional education, and the science and mathematics majors. The program of study assists candidates in teaching the middle grades STEM concepts, and provides the ability to apply developmentally appropriate teaching practices to the STEM content areas.

2. Candidates in middle grades education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across disciplines, and promotes an understanding of the processes of inquiry, problem-solving, and research. The major may be combined with study in other fields related to how children learn in the context of their environment. Enrollment in such a major is open to students who are preparing for licensure in middle grades education and to students who are not. Examples are the following:
 - A. An interdisciplinary major, which includes study in mathematics and science;
 - B. An interdisciplinary major in two disciplines from the areas of mathematics, engineering, and the sciences. The major may include any combination of STEM subjects taught in grades 5 – 9 within the areas delineated above; and/or
 - C. A major in a single discipline from the areas of mathematics, engineering, or the sciences with an area of emphasis (approximately 10% of the undergraduate curriculum) in at least one additional STEM discipline outside of the major.
3. Teacher preparation programs provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are on-going school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Candidates study and practice in a variety of settings that include student populations of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community, allowing candidates to demonstrate competence in the professional role for which they are preparing.
4. Teacher candidates have internship or student teaching experiences in middle school grades (5 -8), that are not self-contained classroom placements. To the extent possible, teacher candidates have experiences—either in field experiences or internship/student teaching – in a variety of

instructional patterns, including teaming, departmentalization and in a STEM content area.

5. Teacher preparation programs use the following documents (as they may be amended) when planning, implementing, and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); National Middle School Association Middle Level Teacher Preparation Standards (2002); other current research on middle level education; Tennessee Curriculum Standards, ELA and Mathematics Common Core in related subject areas; national standards in the content areas; and Tennessee Reading Standards To Be Integrated Into Licensure Standards (2001).
6. These standards become effective for candidates seeking licensure on August 5, 2011.

Reading Standards To Be Integrated Into Licensure Standards, PreK-K, PreK-3, K-6, and 4-8

Date Standards Adopted or Most Recent Revision: 2001
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: September 1, 2002

Introduction

Teacher candidates in the licensure areas of early childhood education PreK-4, elementary education K-8 and middle grades education 5-8 complete a focused study of the teaching of reading within the context of their preparation to teach language arts and other content areas. Education in teaching reading is a lifelong undertaking that is initiated in college course work, refined in field experiences and enhanced during professional practice.

The intent of these standards is to ensure that prospective teachers leave their pre-service programs understanding what is needed for all children to learn to read. Reading is a linguistic and cognitive process. Teacher candidates need to understand that a balanced reading program is one in which the development of both aspects of learning to read—the alphabetic principle and the construction of meaning—go on at the same time and in the same activities. Teacher candidates must be prepared to make instructional decisions appropriate for the needs of individual students.

In addition, teacher candidates need to understand that children learn to read within the context of every subject. They need to understand that to continue to learn to grow as readers children need explicit instruction in reading and writing throughout the elementary and middle school years. They need to understand the reciprocity between reading and writing processes in both learning to read and in reading to learn.

The course work and related field and laboratory experiences in teacher preparation programs enable the teacher candidate to meet the following performance standards.

Candidate Standards

Standard 1

Content Knowledge and Content-Related Pedagogy

Candidates know about and apply research-based teaching practices that enable all children and youth to become proficient and motivated readers, writers, speakers, and listeners. They develop expertise in applying explicit approaches to support student acquisition of phonemic awareness, fluency, reading comprehension and study skills. Candidates demonstrate developmentally appropriate practices for promoting and developing beginning

literacy skills and strategies for all young children. Candidates know and demonstrate the integration of reading instruction across all subject matter areas and make appropriate accommodations for students who are experiencing difficulties in reading. They demonstrate working knowledge of pedagogical strategies to provide learning experiences that enable children to become competent, independent readers including knowledge of how to teach reading to children whose native language is other than English.

Supporting Explanation

Candidates know that effective instruction integrates attention to the alphabetic principle with attention to the construction of meaning and opportunities to develop fluency. They demonstrate a clear understanding of the interrelationships among the dimensions of a balanced reading program:

- Phonemic awareness—the skills and knowledge to understand how phonemes, or speech sounds are connected to print.
- Decoding unfamiliar words embedded within continuous text and in isolation.
- Fluency—the ability to read at a rate that supports comprehension of text.
- Background information and vocabulary to foster reading comprehension.
- Comprehension—the development of appropriate active strategies to construct meaning from print.
- Development and maintenance of a motivation to read.
- Reading to learn— informational and study skills.

Candidates understand the phonological and orthographic systems of language and how these two systems are related. They understand how children develop reading and literacy skills before beginning formal instruction and how instruction should proceed to help all children learn to read and write.

Standard 2

Student Development

Candidates understand the developmental nature of language and its relationship to learning to read and identify age and developmentally appropriate strategies in their teaching of students. They identify and design appropriate strategies to improve the literacy skills of all students.

Supporting Explanation

Candidates apply information about language development as it relates to literacy and about the relationship between early literacy behavior and successful beginning reading.

Candidates demonstrate knowledge about reading development and students' reading difficulties and understand the skills and strategies that are critical for learning to read, reading to learn and reading to do. They have the knowledge that allows them to tailor reading programs for children who are not responding to instruction.

Candidates recognize the characteristics of good readers, differentiate good readers from poor readers in light of those characteristics and apply that knowledge to effective intervention strategies for all readers.

Standard 3

Curriculum

Candidates know how to implement a balanced literacy program that provides explicit and systematic instruction within a print-rich environment regardless of grade level. They teach reading within the context of every subject area in such manner as to build vocabulary, background knowledge and strong comprehension strategies. They assess student progress, use data to identify children who are falling behind in reading or who are at risk of falling behind and provide intervention methods that are based on those assessments.

Supporting Explanation

Candidates include in their curricula components and practices consistently supported by research including:

- Explicit teaching of word identification strategies, comprehension and literature appreciation;
- Instructional activities to ensure the development of phonemic awareness;
- Systematic and explicit instruction in the code system of written English;
- Daily exposure to a variety of print and visual media, as well as opportunities for children to read independently and with others and for children to hear literature read aloud;
- Selection of developmentally appropriate books and interaction with children in read aloud sessions to foster comprehension;

- Vocabulary instruction (general and technical) that includes a variety of complementary methods that integrate all language arts to assist children and youth in acquiring and expanding their receptive and expressive vocabularies;
- Comprehension strategies that promote higher order thinking including predicting outcomes, summarizing, clarifying, describing main idea, questioning, critical thinking, metacognition and visualizing;
- Frequent writing of narrative, expository and creative prose to enable analytical and critical understanding of what is read;
- Use of other subject areas to reinforce reading, comprehension, communication and study skills; and
- Strategies that motivate children to learn to read so that they read for pleasure and information and continue to grow as readers throughout their school years and as adults.

Candidates understand the importance of teaching phonics and word analysis skills within the context of a rich body of media in multiple domains. They help students understand the forms and functions of different kinds of text and help them build the vocabulary and background knowledge necessary for comprehension as they progress through the grades.

Standard 4

Learning Expectations—Instruction

Candidates plan and orchestrate appropriate learning experiences for all students. They combine their knowledge of the critical components of reading instruction with understanding of how children develop reading and literacy skills prior to beginning formal instruction and how children continue to develop into skilled readers through explicit instruction and practice. They communicate high expectations and provide effective feedback for students.

Supporting Explanation

Candidates use information about the learning and curricular needs of diverse learners including students with disabilities and students with limited English proficiency to establish high expectations and design learning that meets the needs of all children. They understand their responsibility to provide leadership to coordinate the student's reading program, collaborate with other classroom teachers and support staff (including Title I, special education and ESL teachers), implement interventions for children in need of special services and integrate instruction in pull-out programs with on-going classroom instruction.

Candidates understand that to teach reading and writing effectively they may need to adapt and augment lessons and proprietary reading programs to meet unique needs. They understand that teaching all children to read requires being a leader who makes proactive decisions about the strategies and materials most appropriate for the children in their classrooms.

Candidates understand that children need the opportunity to read independently each day and have opportunities to discuss what has been read to develop the fluency, vocabulary and background knowledge that will improve comprehension, foster enjoyment of reading and increase motivation. They also understand the need for children to hear a wealth of good books read aloud. Candidates are proficient in a wide range of instructional strategies.

Standard 5

Assessment Strategies

Candidates understand that assessments are used for various purposes, including determining strengths and needs of students in order to plan for instruction and flexible grouping; monitoring of progress in relation to stages of reading, spelling and writing; assessing curriculum-specific learning. Candidates use ongoing formal and informal diagnostic tests appropriately for instructional decision-making, program placement and analysis of growth over time.

Supporting Explanation

Candidates have knowledge of factors that identify children at risk of failure to learn to read and are able to apply that knowledge to early identification of children at risk of failure. They know how to conduct curriculum-based assessments to guide instructional decision-making. They are able to conduct formal and informal assessment for continuous, in-class assessment of children's reading abilities. They understand how to interpret and modify instruction according to norm-referenced and individually referenced assessment outcomes, including in-class progress monitoring measures.

Standard 6

Reflective Practice

Candidates understand that teachers are reflective practitioners who continually assess and adapt their practices in light of their experiences with students and based on scholarship related to their profession. They understand that teachers are actively involved in their own development as professionals who keep abreast of developments in reading and communication research and know how to apply research judiciously to their practice.

Supporting Explanation

Candidates use strategies to support reflective practice including teacher action research and study groups. They understand the role of *The Tennessee Framework for Evaluation and Professional Growth* in reflective practice and are able to use the self-assessment, unit/lesson plan evaluation and comprehensive assessment tools provided in the framework as tools to evaluate and improve their instruction.

They know how to evaluate their instruction based on student learning and make appropriate adjustments.

Standard 7

Community Context

Candidates understand that their classrooms operate within and are influenced by school, local, state, national and world communities. They understand how to foster relationships with school colleagues, parents and agencies in the larger community to support students' learning. Candidates understand the need to relate literacy learning to the rich cultural and language heritage diverse learners bring to the classroom.

Supporting Explanation

Candidates understand the importance of involving parents in a meaningful way in the education of their children.

Candidates understand the role that family literacy strategies play in all communities including those in which large numbers of children are at risk of reading failure. They understand that in some communities large numbers of children may live in poverty, have limited English proficiency or live in homes in which the parent's or caretaker's reading levels are low.

Candidates understand the importance of the cultural context of the community.

Program Implementation Standards

Standard 1

Content

Teacher preparation programs provide prospective teachers with a focused study of reading, incorporating the candidate standards appropriate to the relevant grade spans—early childhood education, elementary education, and middle grades education. They provide teachers with the opportunity to

acquire the necessary content and pedagogical expertise to ensure that teachers have basic knowledge of the structure of the English language, reading development and the nature of reading difficulties. They ensure that prospective teachers can use validated, reliable, efficient assessments to inform classroom teaching. They educate prospective teachers to identify, read, respect and apply research findings to their practice and to evaluate their practice. They provide instruction in reading development. They provide opportunities for prospective teachers to observe teachers demonstrating successful instruction. They ensure that teachers can integrate reading, comprehension, and study skills in all subject areas.

Standard 2

Field Experiences

Teacher preparation programs provide prospective teachers with opportunities to develop their expertise through a coherent set of experiences in a variety of high quality field sites. They work with school-based educators who practice research-based instructional strategies, reflect on their practice and model a learning community. Teacher preparation programs establish collaborative relationships with school districts that provide sites for prospective teachers' field experiences.

Standard 3

Research

Teacher preparation institutions base their programs on the principle that research should guide the profession and that teacher educators must revise their programs in accordance with new research findings and incorporate them into their coursework. They revise their reading and language arts programs to reflect the findings of reading research related to an understanding of the reading and writing processes and the components that must be in place to enable all children to learn to read and read to learn.

Standard 4

Program Design

Institutions use the following documents (as they may be amended) and other sources of information when planning, implementing and evaluating teacher preparation programs:

- International Reading Association. 1998. Standards for Reading Professionals.
- Interstate New Teacher and Assessment and Support Consortium. 1992. Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue.

- National Association for the Education of Young Children. 1994. Early Childhood Education Standards.
- National Council on Accreditation of Teacher Education. 2000. Program Standards for Elementary Teacher Preparation.
- National Council of Teachers of English and the International Reading Association. 1996. Standards for the English Language Arts.
- Tennessee State Board of Education. 2001. Tennessee Curriculum Standards in Reading, Writing and Elements of Language.
- Tennessee State Board of Education. 1997. Tennessee Framework for Evaluation and Professional Growth.
- Tennessee State Board of Education. 2001. Teacher Licensure Standards: Professional Education.

In addition, the following recent syntheses and compendia of research are recommended:

- Bowman, B.T., Donovan, M.S., Burns, M.S., Eds. (2001). Eager to Learn: Educating Our Preschoolers. National Research Council. National Academy Press.
- Burns, M.S., Griffin, P., Snow, C.E., Eds. (1999). Starting Out Right. A Guide to Promoting Children's Reading Success. National Academy Press.
- Kamil M., Mosenthal, P., Pearson P. D., and Barr, R., Eds. 2000. Handbook of Reading Research, Vol. III.
- Learning First Alliance (1998). Every Child Reading: An Action Plan. A Learning First Alliance Action Paper.
www.learningfirst.org/readingaction.html
- National Reading Panel (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.
- Snow, C.E., Burns, M.S., Griffin, P., Eds. (1999). Preventing Reading Difficulties in Young Children. National Research Council.

Standard 5

Effective Date

These licensure standards become effective for candidates seeking licensure no later than September 1, 2002.

Tennessee Teacher Licensure Standards: English 7-12

Date Standards Adopted or Most Recent Revision: October 29, 2010
Date Institutions Must Submit To DOE: September 1, 2013
Date Candidates Must Meet Standards: September 1, 2014

The goal of English/Language Arts (ELA) education is to develop instructional competencies to meet the needs of a diverse student population. This is accomplished through the use of effective literacy principles that are crucial for lifelong learning. These principles include the following: language, communication, writing, research, logic, informational text, media, and literature. Specifically, the ELA teacher will be able to assist ALL students in developing critical thinking skills and knowledge necessary to produce oral, visual, and written literacy, print and nonprint media, technology, and research theory and findings. Through the integration of data analyses and application, the ELA teacher will demonstrate the acquisition of the following knowledge and skills: possessing facility in the use of research-based best practices in instruction; understanding the role of assessment, both formative and summative, in changing instruction and improving student achievement; and providing differentiated instruction to accelerate learning for all students, including general education, special education, gifted, English Language Learners, and Career and Technical Education students.

Attaining licensure in English/Language Arts is initiated in college courses, continued in field experiences, refined during professional practice, and enhanced through ongoing professional development. The coursework, related field experiences, and a practicum will provide the prospective ELA teacher with the necessary knowledge and skills to accomplish the following: creates and sustains an inclusive and supportive learning environment in which all students can engage in learning; incorporates scientifically-based, expert knowledge into classroom instruction that acknowledges and shows consistent respect for language diversity in different cultures; and works with teachers across the curriculum to correlate ideas, concepts, and skills within each discipline.

To ensure that ELA teacher candidates are prepared to competently teach the ELA curriculum, the candidates must be proficient in the following standards:

Candidate Content Standards

Standard 1: Language

- 1.1 Create opportunities for students to demonstrate understanding and control of Standard English through the use of grammar, usage, mechanics, and sentence structures within their written work, spoken language, and oral presentations.
- 1.2 Employ a variety of research-based strategies and resources to determine the definition, pronunciation, etymology, spelling, and usage of words and commonly used foreign phrases.
- 1.3 Use the tenets of the ELA standards extensively and creatively to help students become more familiar with their own culture and the cultures of others.

Standard 2: Communication

- 2.1 Create literate classroom learning communities by the following: presenting varied structures and techniques for group interactions; employing effective classroom management strategies; and providing students with varied opportunities for supportive and/or corrective feedback and reflection

Listening

- 2.2 Manage group discussions and the critical study of complex speeches (political, informational, persuasive, and instructional), thereby allowing students the opportunity to summarize, paraphrase, and critique information presented orally by others.
- 2.3 Demonstrate critical listening skills, such as summarizing, analyzing and problem-solving, which are essential to understanding and using higher order thinking skills.

Speaking

- 2.4 Facilitate opportunities for students to deliver effective speeches and oral presentations both individually and in cooperative groups.
- 2.5 Provide a variety of opportunities for students to participate in effective dialogue that is appropriate for the discussion of ideas related to differences in ethnicity, race, language, culture, gender and ability.

Standard 3: Writing

- 3.1 Teach the skills necessary to organize ideas into essays that fit a variety of modes appropriate to audience and purpose.
- 3.2 Employ all stages of the writing process from prewriting to publication.
- 3.3 Engage students in reflecting on their writing and the writing of their peers by giving corrective and positive feedback.
- 3.4 Use varied instructional methods to teach literary criticism and theory to enable students to understand and interpret a variety of texts.
- 3.5 Use various editing and revision techniques so that students develop and support ideas clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.
- 3.6 Provide opportunities for students to select appropriate and different forms of writing for a variety of audiences and purposes, realizing the effect that the written word can have on thought and action.
- 3.7 Engage students in a variety of composition strategies to create meaning and enhance understanding.

Standard 4: Research

- 4.1 Guide students in gathering relevant information from a variety of print and electronic sources, as well as from direct observations, interviews, and surveys.
- 4.2 Instruct students on the use of relevant sources to define and narrow a problem or a research topic.
- 4.3 Encourage students to evaluate the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from websites.
- 4.4 Guide students in the writing of an extended research paper, using primary and secondary sources, as well as technology and graphics as appropriate.
- 4.5 Instruct students in using standard formats to arrange text, cite sources, and document quotations, paraphrases and other information.

Standard 5: Logic

- 5.1 Lead students in analyzing written and oral communication by examining the following: fact and opinion, cause-effect, inferences, evidence and conclusions, false premises, logical fallacies, persuasive devices, and quality of evidence presented.
- 5.2 Lead students in evaluating an argument by considering false premises, logical fallacies, and quality of evidence presented.
- 5.3 Create opportunities for students to analyze deductive and inductive arguments.
- 5.4 Incorporate questioning techniques in lessons that emphasize critical thinking, such as inference, evaluation, comparison, contrast, analysis, synthesis, criticism, and appreciation.
- 5.5 Engage students in the critical analysis of different media and communication technologies, and discuss their effects on student learning.
- 5.6 Model the use of logic to make inferences and draw conclusions in a variety of complex oral and written contexts.

Standard 6: Informational Text

- 6.1 Employ varied literary strategies that lead students to comprehend and summarize the main ideas of complex informational texts and determine the essential elements that elaborate those main ideas.
- 6.2 Support students in analyzing and understanding the organizational structures of complex informational and technical texts.
- 6.3 Support students in the understanding of reading, interpreting, and analyzing graphics that support complex informational and technical texts.

Standard 7: Media

- 7.1 Encourage students to compose and respond to film, video, graphic photography, audio, and multimedia texts to enhance and reflect on their learning.
- 7.2 Promote student understanding of media's influence on culture, people's actions, and communication by reflecting that knowledge in their own work.
- 7.3 Guide students in the critical evaluation of visual and written images and other special effects used in television, radio, film, and the internet to understand the media's ability to persuade, inform, and entertain.

- 7.4 Teach students to adapt written compositions by using relevant technology to create coherent media productions that persuade, inform, and entertain.
- 7.5 Teach students to adapt written compositions by using relevant technology to create coherent media productions that persuade, inform, and entertain.
- 7.6 Assist students in analyzing the differences and similarities between the visual (e.g., special effects, camera angles, music) carry or influence messages.
- 7.7 Guide students in recognizing how visual and auditory techniques or design (e.g., special effects, camera angles, music) carry or influence messages.
- 7.8 Assist students in analyzing a wide range of print and visual texts, both classical and contemporary, and relating the analysis to students' lives.

Standard 8: Literature

- 8.1 Use a wide range of approaches for helping students to draw upon their past experiences, socio-cultural backgrounds, interests, capabilities, and understandings to make meanings of texts.
- 8.2 Use varied teaching applications for helping students analyze the way in which a work of literature is related to the themes and issues of its historical period.
- 8.3 Use varied teaching applications for works representing a broad historical and contemporary spectrum of the United States, British, and world, including non-Western literature.
- 8.4 Use varied teaching applications for works from a wide variety of genres and cultures, including works by female authors and authors from various ethnic groups.
- 8.5 Incorporate numerous works specifically written for older children and younger adults.
- 8.6 Make connections among various literary selections and between literature and other fine arts.
- 8.7 Incorporate frequent extended learning experiences that integrate arts and humanities into the daily learning of students.
- 8.8 Integrate into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting student learning.
- 8.9 Model a wide variety of research-based reading comprehension strategies for students through print and non-print texts.
- 8.10 Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances.

Program Implementation Standards

1. State-of-the-art teacher preparation programs will enable candidates for the profession of teaching to acquire extensive knowledge base and instructional skills set as specified for endorsement in English 7-12 and necessary for becoming exemplary teachers.
2. Candidates for the profession of teaching will acquire the necessary knowledge and skills to teach all students, i.e., general education, special education, gifted, English Language Learners, and Career and Technical Education students.
3. Candidates for the profession of teaching will acquire the crucial skills of creating and maintaining an inclusive and supportive learning environment in which all students can achieve their potential.
4. Candidates for the profession of teaching will learn to design and implement instruction that supports students in developing critical thinking skills.
5. Candidates for the profession of teaching will understand both formative and summative assessments. Candidates will use assessment by interpreting individual and group results to inform instruction, group students, understand student levels of proficiency, and ensure that learning is occurring at all times. Teachers will assist all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing. Candidates will have the expertise in assessment to explain to students, parents, and others concerned with education the ways in which a student's work is evaluated.
6. Candidates for the profession of English 7-12 teaching must have a basic knowledge of a world language. This requirement is met by passing six semester hours of college-level world language instructions or the equivalent, as determined by the institution of higher education.
7. Candidates for the profession of teaching must have a foundational knowledge of the teaching of scientifically-based reading. This knowledge includes, but is not limited to, fluency, vocabulary, and comprehension in both fiction and nonfiction texts.

8. The program of studies in professional education will include human development and the psychology of adolescence applicable to students in grades 7-12.
9. Field experiences and clinical practice (enhanced student teaching or internship) are integral components of the preparation program. They are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
10. Candidates for the profession of teaching will have internship or student teaching experiences in both middle grades (7-8) and high school (9-12).
11. The English/Language Arts Licensure Standard are derived from the *Standards for English Language Arts: A Project of the National Council of Teachers of English* and the *International Reading Association, 1998-2010*; *NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary Language Arts Grades 7-12*, *Tennessee English Language Arts Curriculum, K-12, 2009*, and *INTASC Model Standards for Beginning Teacher Licensing Assessment and Development, 2002*. It is anticipated that institutions of higher education will use these documents as essential elements for designing and redesigning teacher preparation programs and student coursework.
12. These licensure standards become effective no later than September 1, 2014.

**Tennessee Teacher Licensure Standards:
World Languages
(Endorsements in Arabic, Chinese, French, German, Greek,
Japanese, Latin, Russian, Spanish, and
other world languages PreK-12)**

Date Standards Adopted or Most Recent Revision: October 29, 2010
Date Institutions Must Submit To DOE: September 1, 2013
Date Candidates Must Meet Standards: September 1, 2014

The goals of world language education are to develop the skills necessary to communicate in languages other than English, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world.

Becoming a teacher is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional practice. The course work and related field and laboratory experiences will provide the prospective world language teacher the knowledge and skills to accomplish the following:

Candidate Content Standards

Standard 1: Language, Linguistics, Comparisons

Candidates demonstrate language proficiency in the target language, and know the linguistic elements of the target language, and its similarities and differences from other languages.

Standard Elements

1.1 Candidates demonstrate a high level of proficiency in the target language.

1.1.1. Speaking

Candidates satisfy the requirements of everyday situations. They handle with confidence complicated tasks and social situations (modern languages), and narrate and describe with some detail, using appropriate transitional devices (modern languages). They communicate in different situations about past, present, and future events. Candidates use circumlocution successfully (modern languages) and read aloud with correct pronunciation and phrasing (modern and classical languages).

1.1.2. Listening

Candidates understand connected discourse on a variety of topics in the past, present, and future (modern languages). They also understand authentic media, such as news items and film (modern languages). They listen to a passage read aloud and extract the main idea (modern and classical languages).

1.1.3. Reading

Candidates comprehend and analyze written discourse (modern and classical languages), and understand conceptually abstract and linguistically complex texts (modern and classical languages). They make appropriate inferences from texts (modern and classical languages) and recognize aesthetic properties of language and literary style in a variety of written forms (modern and classical languages).

1.1.4. Writing

Candidates use correct grammar and spelling, write in a variety of modes, including narratives, descriptions, and formal and informal essays (modern and classical languages).

1.2 Candidates know the linguistic elements of the target language system.

Candidates understand language and know the significance of language changes and variations which occur across time and place and social classes. They know theories of first and second language acquisition and learning and apply that knowledge in teaching. Candidates know how communication (conversational strategies, types of discourse, and gestures) occurs/occurred.

1.3 Candidates know the similarities and differences between the target language and other languages.

Candidates compare and contrast the phonological, morphological, syntactical, and lexical components of the target language and others.

Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts

Candidates understand the connections among the perspectives of a culture and its practices, texts and products, and integrate knowledge of other disciplines into world language instruction.

Standard Elements

2.1 Candidates demonstrate cultural understandings.

Candidates integrate the cultural framework for world language standards into their instructional practices.

2.2 Candidates demonstrate an understanding of literary and cultural texts and traditions.

Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target languages and cultures over time.

2.3 Candidates integrate other disciplines in instruction.

Candidates integrate knowledge of other disciplines into world language instruction and identify distinctive viewpoints accessible only through the target language.

Standard 3: Language Acquisition Theories and Instructional Practices

Candidates demonstrate an understanding of language acquisition at various developmental levels and develop a variety of instructional practices that reflect language outcomes and address the needs of diverse learners.

Standard Elements

3.1 Candidates understand language acquisition and create a supportive classroom.

Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment.

3.2 Candidates develop instructional practices that reflect language outcomes and learner diversity.

Candidates demonstrate an understanding of the physical, cognitive, emotional and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate the needs of diverse language learners.

Standard 4: Integration of Standards into Curriculum and Instruction

Candidates understand and integrate standards in planning, instruction, and selection and creation of instructional materials.

Standard Elements

4.1 Candidates understand and integrate standards in planning.

Candidates design unit and daily lesson plan objectives, identify learning goals, and design activities that address the national and state standards.

4.2 Candidates integrate standards in instruction.

Candidates integrate national and state standards into language instruction and adapt exercises and activities to address specific goals and standards, including communication, cultures and connections to the target culture.

4.3 Candidates select and design instructional materials.

Candidates use their knowledge of standards and curricular goals to evaluate, select, design, and use materials including visuals, authentic printed and oral materials, and other resources obtained through technology.

Standard 5: Assessment of Language and Cultures

Candidates demonstrate knowledge of various assessment models, both formative and summative, and use the assessment results to communicate progress to stakeholders and adjust instruction accordingly.

Standard Elements

5.1 Candidates know assessment models and use them properly.

Candidates assess what students know and are able to do so by using and designing authentic assessments in a variety of methods, utilizing interpretative, presentational, and interpersonal modes of communication, that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances.

5.2 Candidates reflect on assessment.

Candidates use insights gained from assessing student performances to adapt, change, and reinforce instruction and assessment.

5.3 Candidates report assessment results.

Candidates accurately and clearly report student progress to appropriate audiences.

Standard 6: Engaging in Professional Development

Candidates engage in professional development opportunities, adapt to the educational environment and value and promote world language learning.

Standard Elements

6.1 Candidates engage in professional development.

Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

6.2 Candidates know the value of world language learning.

Candidates know the value of world language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field. Candidates develop and learn how to articulate a rationale for the importance of world languages in the overall curriculum.

6.3 Candidates adapt to the educational environment.

Candidates understand world language education as it relates to the objectives and characteristics of evolving curricular models, scheduling patterns, and physical setting.

Program Implementation Standards

1. Teacher education programs will enable teacher candidates to acquire the knowledge and skills specified for the language(s) for which they seek to become endorsed. The license will specify which world language(s) the teacher can teach.
2. Field experiences and clinical practice (enhanced student teaching or internship) are integral components of the preparation program. They are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
3. Teacher candidates seeking endorsement in a world language will have world language field experiences in the elementary (grades PreK-6) and middle and secondary (grades 7-12). If it is not possible to find world language experiences in the target language at the elementary level, institutions may substitute field experiences in another world language provided that there is adequate supervision by a qualified teacher. Candidates will complete an internship or student teaching experience in the language of endorsement at elementary grades (PreK-6) and middle and secondary (grades 7-12) levels. If it is not possible to find world language student teaching or internship opportunities in the target language at the elementary level, then the entire student teaching or internship experience may be at the middle and secondary (grades 7-12) level.
4. Teachers who hold an endorsement in a world language 7-12 may add an endorsement in the same world language PreK-12 by completing studies of child development and methods of teaching world language appropriate to grades PreK-6 and by completing an appropriate practicum experience.
5. Teacher candidates will demonstrate modern foreign language skills in reading, writing, speaking and listening at least at an “intermediate-high” rating on the American Council on the

- Teaching of Foreign Language (ACTFL) proficiency scale or its equivalent; this requirement will be in effect until such time as the Praxis exams in Productive Language Skills have required minimum scores.
6. Teacher preparation programs for modern languages will include planned intensive language experiences abroad or interactions in the United States with people from cultures where the target language is spoken including immersion programs.
 7. Teacher preparation programs for classical languages will provide opportunities to acquire knowledge of cultural connotations of language by contact with cultures, literature, and civilizations where the target language was spoken.
 8. Teacher preparation programs for candidates who are native speakers of the language in which endorsement is sought must meet the requirements of Program Implementation Standards 2, 3, 4, and 10.
 9. Teacher preparation institutions may develop programs for candidates who seek endorsements in world languages in which they do not offer a major, provided that they (1) develop a means for demonstrating foreign language proficiency consistent with these licensure standards and (2) develop an appropriate means for supervising field experiences. Institutions may seek the assistance of the Tennessee Foreign Language Institute in locating target language speakers to facilitate program implementation.
 10. The teacher candidate will use resource materials from different cultural sources and learning/teaching devices, including technologies such as electronic media.
 11. The licensure standards are derived from the following: *Foreign Languages Curriculum Standards Grades K-12*, Tennessee, 2006; *Standards for Foreign Language Learning*, American Council on the Teaching of Foreign Languages, et.al., 2006; and INTASC Model Standards for Beginning Teacher Licensing Assessment and Development, 2002. Institutions of higher education are expected to consider these sources (as they may be amended) when designing teacher preparation programs.
 12. These licensure standards become effective no later than September 1, 2014.

**Tennessee Teacher Licensure Standards:
Mathematics Education
(Endorsement in Mathematics 7-12)**

Date Standards Adopted or Most Recent Revision: October 29, 2010

Date Institutions Must Submit To DOE: September 1, 2013

Date Candidates Must Meet Standards: September 1, 2014

The goals of mathematics education are to enable the student to demonstrate an understanding of core mathematical ideas, the ability to independently manage mathematical problem solving, and skill in the communication of mathematics. This includes a demonstration of understanding of and facility with mathematical processes that pervade the teaching of all mathematics as well as the theory and practice within the content areas of mathematics including numbers and operations, functions, algebra, geometry and measurement, data analysis and statistics, discrete and finite mathematics and calculus.

Becoming a teacher is a lifelong undertaking that is initiated in college coursework, refined in field experiences, and enhanced during professional practice. The coursework and related field and laboratory experiences will provide the prospective teacher with the knowledge and skills to accomplish these goals. It is assumed that the mathematical processes are all incorporated in the content of each of the mathematical concepts. The mathematical concepts and supporting contextual abilities are encompassed in the following:

Candidate Content Standards

Standard 1: Mathematical Processes

Standard Elements:

1.1 Use mathematical language, symbols, definitions, proofs, and counterexamples correctly and precisely to present mathematical reasoning

1.2 Apply and adapt a variety of appropriate strategies to problem solving, including testing cases, estimation and then checking induced errors and the reasonableness of solutions

1.3 Develop inductive and deductive reasoning to independently make and evaluate mathematical ideas and to communicate solution strategies

1.4 Move flexibly between multiple representations (contextual, physical, written, verbal, iconic/pictorial, graphical, tabular, and symbolic) to solve problems, to model mathematical ideas, and to communicate solution strategies

1.5 Recognize and use mathematical ideas and processes that arise in different settings, with an emphasis on formulating a problem in mathematical terms, interpreting the solutions, mathematical ideas and communication of solution strategies

1.6 Employ reading and writing to recognize the major themes of mathematical processes, the historical development of mathematics and the connections between mathematics and the real world.

1.7 Use technologies appropriately to develop understanding of abstract mathematical ideas, to facilitate problem solving and to produce accurate and reliable models

1.8 Explore the variety and precision of communication necessary to present mathematical ideas, proofs, solutions and the problem-solving process. This includes teacher-teacher, teacher-student, and student-teacher communications as well as both everyday language and the parallel mathematical notation

1.9 Use a variety of methods aligned with instructional techniques to provide formative and summative assessment of mathematical learning

1.10 Understand the dynamic nature of mathematics and its role in history, current events, and individual lives

Standard 2: Numbers and Operations

Standard Elements

2.1 Explore the nature of the types of elements in the real and complex numbers (integer, whole number, irrational, numbers arising from roots, etc.) and the mathematical imperatives that influenced the study of each type of element

2.2 Establish an ability to estimate, select appropriate units, evaluate accuracy of calculations and make estimations of error arising from

limitations in the technological representation of numbers and in measurements.

2.3 Explore vectors as elements in a numeric system, focusing on graphic representations as well as ordered n-tuple notation

2.4 Develop number theory principles including modular arithmetic and the Fundamental Principle of Arithmetic. Explore algebraic principles in this setting for arithmetic and exponents

2.5 Develop an understanding of equivalent representations of numbers via an equivalence relations and ability to substitute equivalent representation when performing operations

2.6 Explore a variety of equivalence relations and establish the definition and structure of equivalence classes. Examine these concepts in the context of modular arithmetic

2.7 Establish set notation and operations; use this structure to analyze logical arguments and apply to real world problems

Standard 3: Functions

Standard Elements

3.1 Develop the definitions of relations and functions from multiple approaches including verbal, numeric, symbolic, graphic, diagrammatic, and subset of a cross-product. Distinguish between relations and functions and move flexibly between different descriptions. Explore one-to-one and onto functions in this setting

3.2 Develop formal and informal understanding of domain, range and restriction of domain; establish the nature of both algebraic and transcendental functions

3.3 Develop a complete understanding of functions as elements in an arithmetic system using composition of the functions as the operation and the inverse function as the inverse element. Explore the relation between a function and its inverse graphically; establish the requirements for the existence of the inverse function

3.4 Differentiate between continuous and discontinuous functions and establish their importance to the development of the concept of limit and to calculus

3.5 Establish a thorough understanding of the definition and development of exponential, logarithmic, and trigonometric functions. Include the six fundamental trigonometric functions and their inverses. Explore the domain and range for all these functions

Standard 4: Algebra

Standard Elements

4.1 Perform arithmetic operations involving polynomials and rational expressions, including calculations of substantial complexity. Understand the nature and differences arising from viewing these elements as both formal expressions and as functions with domain restrictions

4.2 Construct and solve systems of linear equations and inequalities in n dimensions. Understand the nature of finite and infinite solution sets and the parametric representation of infinite solutions sets. Be able to write infinite solutions in parametric form

4.3 Understand the real-world applications and problems that require the use of exponential functions for solutions. Solve problems in settings that provide domain or range information and deduce the other information

4.4 Apply the processes of linear algebra, calculus of vectors and linear transformations to solving real world applications

4.5 Explore vectors as elements with algebraic properties, focusing on the properties of the operations in both the geometric as well as n -tuple (arithmetic) context

Standard 5: Geometry and Measurement

Standard Elements

5.1 Use analytic geometry tools to explore geometric problems involving planar figures including parallel and perpendicular lines, circles and special points of a polygon

5.2 Explore the conic sections, including parabolas, ellipses and hyperbolas. Extend these concepts to the three-dimensional surfaces whose cross-sections/level curves are conic sections (cones, hyperbolic, paraboloids, ellipsoids, etc) Analyze solids using cross-sections and level curves

5.3 Develop the connections between radians and degrees as methods of angular measurements and the relationships between measurement of angles and measurement of arc length

5.4 Solve problems using relationships between parts of geometric figures. Use similarities and congruences to solve problems

5.5 Incorporate an understanding of the use of trigonometric formulas to evaluate some specific values of the trigonometric functions. Prove trigonometric identities and solve trigonometric equations

5.6 Describe the key characteristics of a curve, identify families of curves, and determine parameters which affect the nature of the particular curve. Parameters to be identified should include those that control vertical and horizontal shifts, periodicity, and amplitude. Include the use of calculus to determine maxima, minima and inflection points

5.7 Develop an understanding of the nature of geometry, including planar geometry, three-dimensional geometry, Euclidean geometry, non-Euclidean geometries, projective geometry, and non-traditional geometries

5.8 Use geometry to develop a cogent and detailed understanding of the formulation of transitions in logic and reasoning: a. from measuring the concrete, b. analyzing the concrete, c. establishing a sense of the abstract classification. Include comparisons and classifications of quadrilateral figures and properties of circles

5.9 Use geometry and trigonometry methods to address scientific problems which arise from scientific inquiry

5.10 Use geometry to establish deductive and inductive reasoning in particular, perform substantial logical arguments to establish classical geometric theorems involving points, lines, angles and triangles

5.11 Be able to perform geometric constructions with straightedge/compass and with technology and understand the historical, mathematical and pedagogical implications to yield desired effects

5.12 Explore the effect of transformations on geometric figures and shapes in the coordinate plane. Include perspectives originating in geometry and linear algebra as well as the functional implications and discovering appropriate compositions to yield desired results

Standard 6: Data Analysis, Probability and Statistical Analysis

Standard Elements

6.1 Develop an understanding of the different methods of presenting data and the characteristics that determine the selection of the most appropriate method

6.2 Use data and statistical thinking to draw inferences, make predictions, justify conclusions and identify and explain misleading uses of data

6.3 Develop the concept of sample space and probability distributions. Perform simulations to address the development of sample space and distributions

6.4 Compute permutations and combinations and explore their occurrence

6.5 Explore independent and dependent events; establish the context and understanding for Bayes Theorem

6.6 Use probabilistic and statistical processes to understand the accurate construction of experiments, collection of data, analysis of data and the production of logically consistent conclusions

6.7 Understand the difference between univariate, bivariate and categorical data and methods of presenting and analyzing

6.8 Describe the basic probability models and the relationship between these models and statistics. Include the development and use of Chi-square, binomial, normal and t-distributions

6.9 Understand how sample statistics reflect population parameters and determine appropriate modeling. Explore informal inferences that can appropriately be drawn from sample statistics

6.10 Produce data plots and curves of best fit using linear regression, polynomial, regression and exponential regression. Understand correlation and least-squares measurement of fit

6.11 Know the characteristics of well-designed studies and understand the appropriate inclusion of randomness in a study

6.12 Construct reports and descriptions of experiments that correctly incorporate and interpret confidence intervals

6.13 Develop an informal/intuitive understanding of the Law of Large Numbers, establish methods of concretely illustrating the Law and address commonly held misconceptions related to the Law of Large Numbers

6.14 Understand construction of statistically valid experiments, including data collection and sampling. Discuss the construction of appropriate hypothesis

6.15 Discuss, evaluate and propose corrections for fallacious presentation of data and outcomes of experiments. Include specific examples from current print/web sources

Standard 7: Discrete and Finite Mathematics

Standard Elements

7.1 Apply counting techniques to collect and organize information in order to solve problems

7.2 Understand basic principles of symbolic logic, including converse, inverse and contrapositive statements as well as negation of implications and the use of counterexamples

7.3 Use Venn Diagrams and tabular data to calculate probabilities. Include the use of Venn Diagrams in the analysis of arguments and quantifiers

7.4 Model real-world problems using graph theory, linear programming and matrices

7.5 Practice the analysis of error in calculations and the propagation of that error in multi-step procedures; in particular, study the error that arises when irrational numbers represented by symbols are replaced with decimal approximations

7.6 Be aware of the fundamental questions and theorems posed in elementary number theory. Understand the importance and historical context of these problems

7.7 Be aware of the fundamental questions and theorems posed in discrete mathematics. Understand the importance and historical context of these problems

7.8 Develop sequences and series, including open and closed notation as well as limits in this context. Understand truncation and error induced by truncation

7.9 Use appropriate functions and calculations to solve contextual problems from financial decision-making, including simple and compound interest, future and present value of annuities and amortization

7.10 Establish the methodology of Markov Chains to solve real world problems. Explore the concept of limit in this context

7.11 Develop and analyze algorithms including iterative and recursive techniques

Standard 8: Calculus

Standard Elements

8.1 Develop an intuitive and a formal understanding of the concept of limit, including an informal explanation (verbal and diagrammatic) of the purpose and meaning of the definition. Establish means for determining that a limit does not exist and provide multiple representations

8.2 Extend the definition of limit to limits of sequences and to end behavior of functions and functional behavior at asymptotes

8.3 Develop the connections between the existence of the tangent line, existence of the derivative and continuous functions

8.4 Develop an understanding of the derivative as a measure of rate of change of tangible quantities (such as velocity) as well as a geometric description of change in a curve (slope of tangent line). Use first and second derivatives to completely describe planar curves and specific characteristics

8.5 Calculate derivatives of polynomial, exponential and trigonometric functions and compositions of these functions using the derivative and the limit theorems. Approximate derivatives numerically

8.6 Perform standard integration techniques and establish integration as a method of calculating volume. Approximate values of definite integrals numerically

8.7 Extend the concept of rectangular area to approximation of area of irregular shapes. Use the approximation to specifically develop Riemann sums and the concept of the integral

8.8 Develop an intuitive verbal and pictorial understanding of the Mean Value Theorem and the Fundamental Theorem of Calculus

Program Implementation Standards

1. Teacher education programs enable teacher candidates to acquire knowledge and skills specified for endorsement in Mathematics 7-12.
2. The program of study in professional education includes human development and instructional knowledge and skills applicable to both middle (grades 7-8) and high school (grades 9-12) levels.
3. Professional education studies include a focus on communication skills that enable candidates to use vocabulary, language, terminology, and grammatical constructions, syntax and notation specific to professionals in mathematics.
4. Within the full preparation program context, general education coursework, studies in the Mathematics discipline, and professional preparation, should be sufficient to ensure the ability of candidates to promote the learning of mathematics applications to science, business, and art.
5. Teacher candidates will have field experiences in both middle grades

(grades 7 - 8) and high school grades (grades 9 -12) as well as a student teaching experience in at least one of these grade bands.

6. These licensure standards are derived from the following: Tennessee Mathematics *Curriculum Standards 2008*, *NCTM/NCATE Standards, 2003*; *Core Curriculum/ American Diploma Project Benchmarks* and *INTASC Model Standards for Beginning Teacher Licensing Assessment and Development*.
7. These licensure standards become effective no later than September 1, 2014.

**Tennessee Teacher Licensure Standards:
Science Education
(Endorsements in Biology 7-12, Chemistry 7-12, Physics 7-12, and
Earth Science 7-12)**

Date Standards Adopted or Most Recent Revision: October 29, 2010

Date Institutions Must Submit To DOE: September 1, 2013

Date Candidates Must Meet Standards: September 1, 2014

The goals of science education are to enable the student to demonstrate an understanding of science as an inquiry process; develop scientific knowledge by applying concepts of science; understand how science, technology and society influence one another; and use this knowledge in decision making.

Becoming a science teacher is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional practice. All prospective science teachers will complete studies leading to an understanding of the science core standards and at least one of the content specific endorsement areas of biology, chemistry, physics, or earth science. The course work and related field and clinical experiences will provide the prospective teacher the knowledge and skills to accomplish the following:

Candidate Content Standards

Science Core Standards (apply to all secondary science teachers)

Standard 1: Science Content Knowledge and Skills

Candidates demonstrate an understanding of the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure and can conduct scientific investigations.

Standard Elements:

SC1.1 Understand and convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields

SCS 1.2 Have an integrated scientific understanding of environmental concepts and the symbiotic relationships between humankind and the global environment

SCS 1.3 Understand how to implement developmentally appropriate inquiries that require students to develop concepts and relationships from their observation, data and inferences in a scientific manner

SC 1.4 Participate as newcomers in scientific and professional organizations to sustain ongoing professional development and maintain the currency of their scientific understanding and awareness

Standard 2: Science Pedagogy

Candidates develop instructional plans that are consistent with the Tennessee Curriculum Framework and National Science Standards, the nature of the science and how students learn science. They administer assessment plans that accurately measure learning in terms of student learning expectations.

Standard Elements

SC 2.1 Develop a well-organized unit of study that is carefully aligned with the Tennessee Curriculum Framework and National Science Standards and addresses the developmental needs and abilities of all students

SC 2.2 Develop a unit of study that illustrates practices aimed at teaching particular content for deep understanding

SC 2.3 Develop a unit of study that reflects the nature of science and the social context of science

SC 2.4 Design a comprehensive formative and summative assessment plan that is carefully aligned with student learning expectations and provides clear evidence of student learning

Standard 3: Inquiry, Technology, and Engineering

Candidates develop instructional plans that engage students in various levels of scientific inquiry and incorporate applications of the engineering design cycle.

Standard Elements

SC 3.1 Develop lesson plans that are carefully aligned with learning expectations associated with the Tennessee Embedded Standards for Inquiry and Technology and Engineering

SC 3.2 Develop lesson plans that require students to design and conduct scientific investigations, in which they use appropriate tools and technology, collect and interpret data to develop conceptual understanding of scientific processes, draw conclusions, and communicate findings.

SC 3.3 Develop lesson plans that require students to apply the engineering design cycle including: identifying design constraints, model building, testing, evaluating, modifying, and retesting

Standard 4: Science Learning Environment

Candidates establish and maintain a learning environment that demonstrates appropriate attention to student behavior, chemical safety, safety procedures, and the proper treatment of living things.

Standard Elements

SC 4.1 Create a science classroom environment that is attentive to all relevant lab safety issues and requires the proper treatment of all living things

SC 4.2 Communicate and maintain appropriate norms of student behavior

Biology Content Standards

Standard 1: Overarching Principles and Concepts

Biology teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

B 1.1 The central role that the theory of evolution plays in understanding and interpreting the core biology concepts

B 1.2 Fundamental aspects of biological investigation including accessing the biology literature

B 1.3 How to design, conduct, and report the findings of biological research

B 1.4 Historical development, language, and patterns of reasoning in biology including contributions of significant individuals and underrepresented groups, and the synergistic interactions between biology and other scientific disciplines

Standard 2: Living Systems

Biology teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

B 2.1 Characteristics of life

B 2.2 Biological organization

B 2.3 Flow of matter and energy among living things

Standard 3: Cells

Biology teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

B 3.1 Structure and function of the cell

B 3.2 Biological membranes

B 3.3 Mitosis and meiosis

B 3.4 Biochemical and interactions and pathways in cells and cell systems

B 3.5 Energy-releasing and storage pathways

B 3.6 Energy transfer in redox-reactions

Standard 4: Genetics, Biotechnology, and Bioengineering

Biology teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

- B 4.1 Chromosomes, DNA, genes
- B 4.2 Basic principles of heredity
- B 4.3 Gene expression and regulation
- B 4.4 DNA and enabling technologies
- B 4.5 Human genome
- B 4.6 Genetic change
- B 4.7 Applications of biotechnology in society

Standard 5: Biodiversity

Biology teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

- B 5.1 Similarities and differences among the structures and functions of animals, plants, fungi, protists, bacteria, and viruses
- B 5.2 Behavioral interactions between organisms and their environments
- B 5.3 Regulation within biological systems including homeostatic mechanisms
- B 5.4 Factors associated with the causes and transmission of disease
- B 5.5 Biodiversity issues

Standard 6: Biological Classification

Biology teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

- B 6.1 Taxonomic categories
- B 6.2 Binomial nomenclature
- B 6.3 Principles of systematics
- B 6.4 Scientific basis for classification

Standard 7: Evolution

Biology teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

- B 7.1 Organic evolution
- B 7.2 Evidence of evolution
- B 7.3 Specification and macroevolution
- B 7.4 Origin of major groups of organisms
- B 7.5 Molecular basis of modern evolutionary theory

Standard 8: Ecological Systems

Biology teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

- B 8.1 Interactions between organisms and their environment

B 8.2 Nutritional relationships in nature

B 8.3 Population dynamics and the impact of population size on the environment

B 8.4 Causes of environmental degradation and its impact on the environment

Standard 9: Synergistic Scientific Fields and Mathematics

Biology teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

B 9.1 Chemistry, including the chemical basis of life, organic compounds, and proper laboratory techniques

B 9.2 Physics, including light, sound, optics, electricity, energy and order, magnetism, and thermodynamics

B 9.3 Earth and Space Science, including energy and geochemical cycles, weather and climate, oceans, changes in the Earth, and natural resources

B 9.4 Mathematics, including skills for solving problems, and the rules of probability and statistics

Chemistry Content Standards

Standard 1: Overarching Principles and Concepts

Chemistry teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

C 1.1 The central role that the theory of conservation of mass, energy, and electrical charge play in understanding core chemistry concepts

C 1.2 Fundamental processes of investigating chemistry including accessing chemistry literature

C 1.3 How to design, conduct, and report the findings of chemical research

C 1.4 Historical development, language, and patterns of reasoning in chemistry including contributions of significant individuals and underrepresented groups, and the synergistic interactions between chemistry and other scientific disciplines

Standard 2: Applications

Chemistry teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

C 2.1 Applications of chemistry to understanding the processes of living systems

C 2.2 Applications of chemistry to material science including polymers and composites

C 2.3 Applications of chemistry to environmental quality, sustainability, and emerging disciplines such as nanoscience and green chemistry

C 2.4 Applications of chemistry to the industrial enterprise

C 2.5 Applications of chemistry to issues of global concern such as energy, food and fiber production, healthcare, and electronic communication

Standard 3: Atomic Structure and Periodicity

Chemistry teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

C 3.1 Experimental evidence associated with the evolution of historical models of the atom

C 3.2 Fundamental structure of atoms and molecules

C 3.3 Physical and chemical properties and classification of elements including periodicity

C 3.4 Trends in the periodic table of the elements

C 3.5 Isotopes, radioactivity, and nuclear reactions

Standard 4: States of Matter

Chemistry teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

C 4.1 Properties and behaviors of solids, liquids, gases, and plasmas

C 4.2 Intermolecular forces between chemical species

C 4.3 Kinetic molecular theory and its relationship to the behavior of gases

Standard 5: Interactions of Matter

Chemistry teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

C 5.1 Basic principles of ionic, covalent, and metallic bonding

C 5.2 Laws of definite composition and multiple proportion

C 5.3 How to write chemical formulas and equations involving ions, polyatomic ions, and molecules

C 5.4 Chemical nomenclature

C 5.5 Types of chemical reactions

C 5.6 Mole concept and stoichiometry

Standard 6: Energy

Chemistry teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

C 6.1 Energy flow through chemical systems

C 6.2 State functions (internal energy and enthalpy) and the heat and work done in a chemical reaction

C 6.3 Energy associated with bond formation, Hess's Law, heats of formation, heats of reaction, and calorimetry

C 6.4 Entropy, Gibbs free energy, and spontaneity of reactions

Standard 7: Chemical Reactions

Chemistry teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

C 7.1 Electrolytes, non-electrolytes, expressions of solution concentration, and colligative properties

C 7.2 Acids, bases, salts and their reactions including neutralization and titametric analysis

C 7.3 Oxidation-reduction reactions, the activity series, and electrochemistry

C 7.4 Kinetics of chemical reactions and factors affecting chemical reaction rate laws

C 7.5 How to utilize solubility laws and reactants to predict the product of a reaction

C 7.6 Equilibrium phenomena, their associated thermodynamics, and related calculations

Standard 8: Molecular Shapes and Geometries

Chemistry teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

C 8.1 How to write correct Lewis structures, including resonance structures and hybrids

C 8.2 How to assign formal charges to elements in a Lewis structure

C 8.3 Valence Shell Electron Pair Repulsion theory to predict the shape of chemical species

C 8.4 Molecular orbital theory and hybridization to rationalize the shape and role of chemical species and their chemical and physical properties

Standard 9: Synergistic Scientific Fields and Mathematics

Chemistry teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

C 9.1 Biology, including the chemical basis of life, organic compounds, and proper laboratory techniques

C 9.2 Physics, including light, sound, optics, electricity, energy and order, magnetism, and thermodynamics

C 9.3 Earth and Space Science, including energy and geochemical cycles, weather and climate, oceans, changes in the Earth, and natural resources

C 9.4 Mathematics, including skills for solving problems, and the rules of probability and statistics

C 9.5 Algebraic, geometric and trigonometric methods to solve chemical problems

C 9.6 Integral and differential calculus to solve chemical problems

Physics Content Standards

Standard 1: Overarching Principles and Concepts

Physics teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

P 1.1 The central role that the theory of conservation of mass, momentum, energy, and charge play in understanding core physics concepts

P 1.2 Fundamental processes of investigating physics including accessing physics literature

P 1.3 How to design, conduct, and report the findings of physics research

P 1.4 Historical development, cosmological perspectives in physics the evolution of major physics theories, and the synergistic interactions between physics and other scientific disciplines

Standard 2: Applications

Physics teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

P 2.1 Applications of physics in environmental quality and to personal and community health

P 2.2 Applications of physics and engineering in society, business, industry and health fields

P 2.3 Applications of physics to issues of global concern such as disposal of nuclear waste, light pollution, shielding communication systems and weapons development

Standard 3: Mechanics

Physics teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

P 3.1 Mechanical kinetic and potential energy, work, and power

P 3.2 Motion, forces and momentum

P 3.3 Newtonian principles and laws including engineering applications

P 3.4 Angular rotation and momentum, centripetal forces, and vector analysis

Standard 4: Thermodynamics

Physics teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

P 4.1 Physical properties of matter

P 4.2 Kinetic-molecular motion and atomic models

P 4.3 Thermodynamics and relationships between energy and matter

Standard 5: Waves, Sound and Optics

Physics teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

P 5.1 Principles of geometric optics

P 5.2 Wave theory, sound, light and the electromagnetic spectrum

P 5.3 Description of light as a wave, including explaining the electromagnetic spectrum, the limits of human vision, the importance of non-visible radiation, interference, diffraction, polarization

P 5.4 Quantum behavior of electromagnetic radiation including the photoelectric effect and lasers

Standard 6: Electricity and Magnetism

Physics teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

P 6.1 Electrical phenomena including electric fields, energy, electric potential and capacitance

P 6.2 Magnetism phenomena including magnetic fields, magnetic potential and inductance

P 6.3 Simple electrical circuits, especially related to household power usage and safety

Standard 7: Modern, Nuclear and Particle Physics

Physics teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

P 7.1 Nuclear reactors, fission, fusion and effects of ionizing radiation

P 7.2 Nuclear physics including matter-energy duality and reactivity

P 7.3 Quantum mechanics, space-time relationships and special relativity

P 7.4 Models of nuclear and subatomic structures and behavior

P 7.5 Light behavior including wave-particle duality and models

Standard 8: Synergistic Scientific Fields and Mathematics

Physics teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

P 8.1 Biology, including the chemical basis of life, organic compounds and proper laboratory techniques

P 8.2 Chemistry, including the chemical basis of life, organic compounds and proper laboratory techniques

P 8.3 Earth and Space Science, including energy and geochemical cycles, weather and climate, oceans, changes in the Earth, and natural resources

P 8.4 Mathematics, including skills for solving problems, and the rules of probability and statistics

P 8.5 Vector analysis up through the use of vector calculus to solve physics problems

Earth Science Content Standards

Standard 1: Overarching Principles and Concepts

Earth science teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

ES 1.1 The central role that the principles of tectonics, evolution, energy, and the cycling of materials play in understanding core earth science concepts.

ES 1.2 Fundamental processes of investigating earth science including accessing earth science literature

ES 1.3 How to design, conduct, and report the findings of earth science research

ES 1.4 Historical development and cosmological perspectives in earth science including contributions of significant figures and underrepresented groups, the evolution of major earth science theories, and the synergistic interactions between earth science and other scientific disciplines

Standard 2: Earth Materials

Earth science teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

ES 2.1 Classification and identification of minerals and rocks

ES 2.2 Origin and natural history of igneous, metamorphic, and sedimentary rocks

ES 2.3 Energy flow within Earth systems

ES 2.4 Environmental issues associated with the use of energy, mineral, and rock resources

Standard 3: Earth as a Dynamic System

Earth science teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

ES 3.1 Interactive systems including hydrosphere, lithosphere, biosphere, cryosphere, atmosphere, and space

ES 3.2 Interrelationships among the hydrologic, geochemical, rock, and tectonic cycles

ES 3.3 Tectonic events and processes

ES 3.4 Geologic processes responsible for major landforms on the surface and sea floor

ES 3.5 Landforms produced by deformation, weathering, and erosion

ES 3.6 Surface and groundwater movement

ES 3.7 Issues related to surface and groundwater movement

ES 3.8 Extreme geologic events such as volcanoes, earthquakes, and tsunamis

Standard 4: Earth's History

Earth science teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

ES 4.1 Evolutionary change that encompasses living things (organic evolution), Earth's physical environment (geologic evolution), Earth's place in the Universe (cosmic evolution), and within human societies (cultural evolution)

ES 4.2 Role of living things in Earth systems and environmental change

ES 4.3 Landscape evolution over geologic time

ES 4.4 Impact of changes in the Earth on the evolution and distribution of living things

ES 4.5 Fossil evidence to reconstruct ancient environments and climates

ES 4.6 Geologic dating methods

Standard 5: Weather and Climate

Earth science teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

ES 5.1 Weather components and processes

ES 5.2 Severe weather phenomena such as tornadoes, hurricanes and flooding

ES 5.3 Humans as instruments of global change

ES 5.4 Climate change issues facing society

Standard 6: Universe

Earth science teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

ES 6.1 Leading hypotheses and theories to explain the origin and evolution of galaxies, planets, satellites, and the solar system

ES 6.2 Structure, composition, and dynamics of stars, planets, and satellites

Standard 7: Synergistic Scientific Fields and Mathematics

Earth science teacher candidates demonstrate a readiness for leading students to understand:

Standard Elements

ES 7.1 Biology, including the chemical basis of life, organic compounds, and proper laboratory techniques

ES 7.2 Chemistry, including the chemical basis of life, organic compounds, and proper laboratory techniques

ES 7.3 Physics, including light, sound, optics, electricity, energy and order, magnetism, and thermodynamics

ES 7.4 Mathematics, including skills for solving problems, and the rules of probability and statistics

Program Implementation Standards

1. Teacher education programs will enable teacher candidates to acquire knowledge and skills specified in the Science Core Standards and the standards required for endorsement in at least one of the following content areas: biology, chemistry, physics, or earth science.
2. The major includes in-depth study in one or more disciplines, and fosters the ability to integrate knowledge across disciplines, and promotes an understanding of the processes of inquiry and engaging in research. Science teachers will major in one of the following:
 - A. A major in a single science, i.e., biology, chemistry, physics, or earth science (geology).
 - B. An interdisciplinary major in science that includes the equivalent of a minor in two of the four disciplines.

- C. A cross-disciplinary major including a science and another appropriate, related discipline, such as, physics and math.
 - D. A cross-disciplinary major to include STEM (science, technology, engineering, mathematics) areas.
3. Prospective teachers will engage in an open-ended inquiry of long term duration. This is accomplished most appropriately within the major.
 4. The program of study in professional education will include human development and instructional knowledge and skills applicable to both middle grades (grades 7-8) and high school levels.
 5. Teacher candidates will have internship or student teaching experiences in both middle grades (grades 7-8) and high school (grades 9-12) classrooms.
 6. Science teachers endorsed in 7-12 biology, chemistry, physics, or earth science will be endorsed to teach science in grades 7 and 8, and science courses in grades 9-12 for which they meet the specific knowledge and skills specified in the appropriate standards.
 7. These licensure standards were derived from the *National Science Education Standards*, National Academy Press 1996; *Science Curriculum Framework, K-12*, Tennessee, 2008; recently revised *NSTA/NCATE Guidelines for Science Teacher Education*, National Science Teachers Association, 2010, and *INTASC Model Standards for Beginning Teacher Licensing Assessment and Development*, 2002.
 8. These licensure standards become effective no later than September 1, 2014.

**Tennessee Teacher Licensure Standards:
Social Studies Education
(Endorsements in History 7-12, Government 7-12,
Geography 7-12, Economics 7-12, Psychology 9-12, and Sociology 9-12)**

Date Standards Adopted or Most Recent Revision: October 29, 2010

Date Institutions Must Submit To DOE: September 1, 2013

Date Candidates Must Meet Standards: September 1, 2014

The goals of social studies education are to enable the student to understand concepts derived from history, government, geography, economics, and the behavioral sciences and to apply them in decision making for informed citizenship.

Becoming a social studies teacher is a lifelong undertaking that is initiated in college coursework, refined in field experiences, and enhanced during professional practice. Prospective teachers of history, government, geography and economics will complete studies leading to a balanced understanding of the social studies core standards as well as the respective social studies disciplines in which they seek endorsement. Prospective teachers of psychology and sociology will complete studies in the respective discipline in which they seek endorsement. The coursework and related field and laboratory clinical experiences will provide the prospective teacher the knowledge and skills to accomplish the following:

Candidate Standards

Social Studies Core Standards (applies to all social studies endorsements except Psychology 9-12 and Sociology 9-12)

Standard Elements:

SSC 1. Demonstrate critical thinking in the social sciences by posing questions, investigating, interpreting findings, communicating results, and making judgments based on the evidence.

SSC 2. Explain the historical development of the United States in the following spheres of human activity: social, political, scientific and technological, economic, and cultural (philosophical, religious, and aesthetic).

SSC 3. Explore critical eras in the historical development of the world in the following spheres of human activity: social, political, scientific and technological, economic, and cultural (philosophical, religious, and aesthetic).

SSC 4. Examine and explain the influence of geographic characteristics, including climate, physical features, and natural resources, on the world's major societies and cultures.

SSC 5. Analyze the context of current events from both historical and international perspectives and connect modern trends to past events.

SSC 6. Evaluate the interrelationships among the social sciences, specifically the link between the social sciences and the humanities.

SSC 7. Infuse into the curriculum a wide variety of materials as well as human and technological resources, including primary documents and artifacts, texts, maps, graphs, charts, and other resources.

SSC 8. Understand peoples of other races and cultures and show respect for human diversity and for students' varied talents and perspectives.

History Content Standards

The teacher of history will possess the knowledge and skills in the social studies core and be able to organize and provide instruction at the appropriate school level for the study of history.

Standard Elements:

H1. Examine the concept of change over time with the ability to relate past to present.

H2. Investigate the major events and movements in history, including American, Western, and non-Western, the turning points of historical development, and their relationship to the present.

H3. Apply the techniques of historical interpretation including cause and effect, major trends, and quantitative and non-quantitative analysis.

H4. Explore the interaction among peoples of different races and cultures and how such interaction has shaped United States and world history.

H5. Formulate a content balance between broad themes in United States and world history and specific historical events, ideas, movements, persons, and documents.

H6. Investigate, interpret, and analyze multiple historical and contemporary viewpoints (perspectives) within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

Government Content Standards

The teacher of government will possess the knowledge and skills in the social studies core and be able to organize and provide instruction at the appropriate level for the study of government.

Standard Elements:

GV1. Explain constitutional principles, including federalism, separation of powers, and individual rights and how these principles are embedded in the American political system.

GV2. Examine the American political process including the electoral system, the role of political parties, the executive and legislative processes, and the role and function of the courts.

GV3. Analyze the roles of the citizen in American democracy, define the rights and responsibilities of citizens, and evaluate the impact of participatory citizenship on government at all levels.

GV4. Investigate the world's major forms of government and how different forms of government view the role of the individual.

GV5. Explore the development of United States foreign policy and how domestic politics and constitutional principles affect international relations.

Geography Content Standards

The teacher of geography will possess the knowledge and skills in the social studies core and be able to organize and provide instruction at the appropriate level for the study of geography.

Standard Elements:

G1. Describe and evaluate the influence of climate, physical features, natural resources, and variations in land forms upon the growth and development of an area.

G2. Interpret and analyze both global and regional aspects of the world's major cultures, economies, and political systems.

G3. Analyze and explain the relationship between population distribution and selected attributes of population, such as growth, levels of economic well-being and urbanization.

G 4. Evaluate the use of resources and their impact on economic activities such as manufacturing, agriculture, mining, and service industries.

G5. Understand and explain how human activities are influenced by the natural environment, and how the natural environment, in turn, is affected by human activities.

G6. Apply geographical concepts to interpret the past and present and plan for the future.

G7. Analyze contemporary issues as they relate to the earth's physical and human systems.

G8. Use modern educational and other technologies, such as Geographic Information Systems, for analyzing and interpreting geographic phenomena, including transformation of statistical data into maps, graphs, and other tools.

G9. Acquire geographic skills appropriate to lifelong learning, citizenship responsibilities, and employment opportunities.

G10. Analyze and apply spatial perspective employing the five themes of geography: movement, region, human environment interaction, place and location.

Economics Content Standards

The teacher of economics will possess the knowledge and skills in the social studies core and be able to organize and provide instruction at the appropriate school level for the study of economics.

Standard Elements:

E1. Apply economic reasoning when evaluating historical and contemporary issues.

E2. Define the concepts of scarcity, opportunity cost, and trade-offs and how they affect individuals and nations.

E3. Compare and contrast the world's economic systems and how these systems make decisions about distribution and production.

E4. Explain the interaction of supply and demand, market elasticity and their impact on markets and prices.

E5. Evaluate the role of government in our society with respect to monetary and fiscal policy and the impact of government actions have on individuals, groups, and the society at large.

E6. Know about the various institutions that contribute to economic policy decisions.

E7. Identify the economic factors that determine the amount of goods and services produced and consumed, the number of workers employed, and the standard of living.

E8. Explain what is meant by the globalization of the American economy.

E9. Use measurement concepts and methods such as tables, charts, graphs, and ratios to explain economic phenomena.

Psychology Content Standards

The teacher of psychology will possess the knowledge and skills and be able to organize and provide instruction in psychology.

Standard Elements:

P1. Understand child and adult development (lifespan) including cognition and learning, physiological development, and social and personality development.

P2. Identify normal and abnormal developmental patterns.

P3. Explain psychological concepts of sensation, perception, consciousness, motivation, and emotion.

P4. Examine the history and major theoretical concepts of psychology.

P5. Relate psychological knowledge to everyday experiences and other disciplines.

P6. Identify ethical issues in psychological research.

P7. Apply appropriate research methods in psychological research.

P8. Examine the impact of ethnic, national, and other cultural influences on human behavior.

Sociology Content Standards

The teacher of sociology will possess the knowledge and skills and be able to organize and provide instruction in sociology.

Standard Elements:

S1. Explain the concepts of group behavior, socialization, social stratification, and demographic change.

S2. Examine the impact of cultural influences on the behavior of individuals and groups.

S3. Identify the origins of social problems and explain how these problems currently influence the structure of society.

S4. Identify how the enforcement of societal norms influences the structure of society.

Program Implementation Standards

1. Teacher education programs will enable teacher candidates in history, government, geography, and economics to acquire the knowledge and skills specified in the social studies core and the knowledge and skills required for the social studies disciplines in which they seek endorsement.
2. Teacher education programs will enable teacher candidates in psychology and sociology to acquire the knowledge and skills required for the discipline(s) in which they seek endorsement.
3. The major will include in-depth study in one or more disciplines, will foster the ability to integrate knowledge across the disciplines and will promote an understanding of the processes of inquiry and research. Interdisciplinary or cross-disciplinary majors will be developed jointly by the respective faculties. Social studies teachers will major in one of the following:
 - A. A major in a single social science.
 - B. A major in a single social science plus a minor, leading to dual endorsement.

- C. An interdisciplinary major in social science that includes the equivalent of a minor in two social sciences leading to dual endorsement.
 - D. A cross-disciplinary major, including a social science and another appropriate, related discipline, such as history and a world language.
4. Teacher candidates will be endorsed to teach in subject areas for which they can demonstrate knowledge and skills. The development of initial licensure programs that result in dual and/or multiple endorsements are encouraged.
 5. The design of social studies initial preparation programs should reference and incorporate the NCSS Thematic Standards. These standards are related to social studies teachers possessing the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate level for each of the ten thematic standards (NCSS/NCATE *National Standards for Social Studies Teachers Social Studies*, Revised 2002).
 6. The program of study in the professional education core for candidates seeking endorsement in history, government, geography, and economics will include human development and instructional knowledge and skills applicable to both middle school (grades 7-8) and high school levels.
 7. Field experiences and clinical practice (enhanced student teaching or internship) are integral components of the preparation program. They are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
 8. Teacher candidates seeking endorsement in history, government, geography, and economics will have internship or student teaching experiences in both middle grades (grades 7-8) and high school (grades 9-12) classrooms.
 9. Social studies teachers endorsed in history 7-12, government 7-12, geography 7-12, or economics 7-12 shall be endorsed to teach social studies courses, grades 7-8.

10. Teachers will be endorsed in the subject areas of psychology and sociology if they demonstrate the specified knowledge and skills. The program of study in psychology and sociology will include human development and instructional knowledge and skills applicable to the high school level; teachers will have internship or student teaching experiences in high school (grades 9-12) classrooms. Candidates may seek endorsement in psychology and sociology as areas of initial or additional licensure.
11. These licensure standards are derived from the NCSS/NCATE *National Standards for Social Studies Teachers Social Studies* (2002); *INTASC Model Standards for Beginning Teacher Licensing Assessment and Development*, 2002; and *Tennessee Social Studies Curriculum Standards (including Process Standards, Content Standards, Learning Expectations and Accomplishments)*.
12. These licensure standards become effective no later than September 1, 2014.

**Tennessee Teacher Licensure Standards:
Speech Communication
(Endorsement in Speech Communication 7-12)**

Date Standards Adopted or Most Recent Revision: 1989
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: May 1, 1995

Introduction

The goals of speech communication education are to enable the student to present thoughtful, well-organized, appropriately adapted oral messages; to become a critical consumer of oral and mass communication messages; and to develop awareness of the responsibilities of speech communication in a free society. The speech communication teacher will demonstrate the following knowledge and skills:

- A. Knowledge of basic rhetorical and communication theory and criticism.
- B. Knowledge of the principles of interpersonal and small group communication.
- C. Ability to apply the principles of critical thinking in sending and receiving messages.
- D. Knowledge of the basic forms of speeches including informative, persuasive, and ceremonial.
- E. Knowledge of the principles of argumentation and debate.
- F. Knowledge of the principles of oral interpretation and interpreters' theater.
- G. Knowledge of research and preparation skills such as topic selection and analysis, library resources, interviewing, outlining, composition, and audio-visual aids.
- H. Ability to encourage creative thinking in the development of speech content.
- I. Knowledge of the techniques for adapting messages to specific audiences and occasions.
- J. Knowledge of the values and responsibilities of freedom of speech.
- K. Knowledge of the history of communication from ancient to modern times, including great speeches and other major forms of public address.

- L. Knowledge of the rhetoric of social and political movements, both past and present.
- M. Knowledge of intercultural communication, especially the ways that different cultures exchange information, persuade, and celebrate communication rituals.
- N. Knowledge of verbal and non-verbal symbols, including their power and limitations.
- O. Knowledge of the history and functions of mass media, their influence on society, and of basic concepts and techniques of media.
- P. Ability to develop students' skills in vocal production.
- Q. Ability to demonstrate and teach effective verbal and non-verbal presentation skills.
- R. Ability to serve as a role model for students, demonstrating confidence and discipline in various modes of speech presentation.
- S. Ability to develop a positive learning environment and encourage growth; ability to offer class critiques of speech performance in ways that encourage the student-speaker while teaching correct principles to the class.
- T. Ability to assess student oral performance in a valid, objective manner.
- U. Ability to conduct public meetings effectively using parliamentary procedure.
- V. Ability to identify and explain careers utilizing speech communication knowledge and skills.
- W. Knowledge of the organization, value and purpose of forensic activities for speech contests and festivals.

Guidelines

- I. Teacher education programs will enable teacher candidates to acquire knowledge and skills specified for endorsement in speech communication 7-12.
- II. The program of study in professional education will include human development and instructional knowledge and skills applicable to both middle grades (grades 7-8) and high school.
- III. Field experiences and clinical practice (enhanced student teaching or internship) are integral components of the preparation program. They are

well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.

- IV. Teacher candidates will have field experiences (not necessarily student teaching or internship) in both middle grades (grades 7-8) and high school (grades 9-12) and will complete an internship or student teaching experience.
- V. Teacher candidates who seek a dual endorsement in speech communication and theatre will major in one of the following: (1) speech communication, (2) theatre, or (3) an interdisciplinary major in speech communication and theatre. Candidates will be able to demonstrate the knowledge and skills required for both endorsement areas. The candidate's student teaching or internship experience will include placements in both speech communication and theatre.

NOTE: The new requirements for speech communication become effective for initial and additional endorsements no later than May 1, 1995. Candidates seeking an additional endorsement in speech communication will meet the requirements specified for adding a secondary education endorsement.

**Tennessee Teacher Licensure Standards:
Agricultural Education
(Endorsements in Agricultural Education 7-12 and Agriscience 9-12)**

Date Standards Adopted or Most Recent Revision: October 22, 2004

Date Institutions Must Submit To DOE: September 1, 2006

Date Candidates Must Meet Standards: September 1, 2009

Introduction

Professional studies, culminating in licensure in agricultural education and agriscience prepare candidates for teaching in both endorsement areas. The teacher preparation program enables teacher candidates to teach basic concepts in the following areas: business, management, and economic systems; agricultural and mechanical systems; plant, animal, food and fiber systems; and natural resources and environmental systems. The design, implementation, and evaluation of an agricultural education teacher preparation program reflect a dynamic conceptual framework, are grounded in experience-based knowledge, are developed with input from all stakeholders, and prepare teachers to work effectively in schools and communities.

Teaching is a lifelong undertaking that is initiated in college course work, refined in field experiences and enhanced during professional teaching. The course work and related field and laboratory experiences enable the teacher candidate to meet the following standards:

Standard 1

Instruction. Candidates demonstrate the professional and pedagogical understanding and skills needed to work with students in developing student potential for leadership, professional growth and career success in agricultural education.

Supporting Explanation

Candidates demonstrate knowledge and skills in planning, integrating, implementing, and evaluating safe and effective classroom and laboratory instruction, supervised agricultural experience programs, and related vocational student organizations. They demonstrate knowledge and skills in building a high quality local program of agricultural education using the nationally recognized keys essential for local program success. These keys include three components (strong classroom and laboratory instruction, high quality supervised agricultural experience programs, and active FFA programs) and four strategies (strong community and school partnerships, marketing, professional and program growth, and community based program planning).

Candidates integrate core academic education standards, provide program guidance to students and develop plans that support student articulation to postsecondary institutions from secondary schools. They integrate related FFA

student organizational activities, including individual and team career development events, to enhance academic attainment, leadership development, application of curriculum knowledge and skills, community service, and career development. They assist students in applying systems thinking and in attending to new and emerging technologies.

Standard 2

Business, Management and Economic Systems. Candidates demonstrate understanding of the agricultural enterprise system and can explain factors that impact economic changes. They apply management principles to the function of agribusiness in domestic and international environments and employ the concepts necessary to market agribusiness goods and services successfully in a global economy.

Supporting Explanation

Candidates demonstrate understanding of basic economic concepts in the agricultural industry and the types of agricultural businesses in a capitalist economy. They explain agribusiness operations including recordkeeping; current, appropriate technology; purchasing; sales; financing; and marketing functions. They create learning experiences in classroom and laboratory settings that enable students to demonstrate competence in performing business tasks. Candidates model and teach technical and non-technical workplace entry-level business skills needed for career success.

Candidates explain the impact of environmental changes on the buying and selling of agribusiness goods and services. They apply cost-effective procedures when designing agribusiness activities and propose solutions to human resource and other agribusiness problems. Candidates understand the interrelationship between the free enterprise system and government policies on domestic and global production, processing, and consumption in agribusiness. They assist students in understanding issues and emerging technologies related to business management and economic systems.

Standard 3

Agricultural and Mechanical Systems. Candidates integrate and apply practical applications in the basic use of tools, equipment and technology.

Supporting Explanation

Candidates demonstrate the knowledge and skills in agricultural and mechanical systems which are fundamental to most areas within the agricultural industry. They apply basic skills and knowledge in agricultural mechanics. Candidates describe and demonstrate the use of tools, equipment and facilities used in the agricultural industry. They understand the theory

and application of various power sources and internal combustion engines. Candidates demonstrate uses of emerging technologies and mechanical systems that are leading to significant changes in agriculture.

Standard 4

Plant, Animal, Food and Fiber Systems. Candidates demonstrate knowledge and skills in plant, animal, food and fiber systems by providing meaningful learning experiences for students. Candidates interpret the significance of technology related to plant, animal, food and fiber systems in the world economy.

Supporting Explanation

Candidates apply knowledge and concepts of ecology, plant growth, and plant propagation. They explain the relationships among plants, animals, and soil, and their importance to the national and world economies. Candidates demonstrate knowledge of plants related to the production of agricultural products and assist students in understanding the commercial value of plants and plant products.

Candidates identify and describe uses of ornamental horticulture crops and plants, materials, supplies, and structures. They demonstrate the ability to plan, construct, and manage a greenhouse operation. Candidates develop prevention and control methods for diseases and pests, including integrated pest management. They assess operational techniques for the area of horticulture in such areas as nursery production, interior and exterior landscaping, wildlife management, and forestry as well as aquaculture and turf grass, where appropriate.

Candidates describe distinguishing characteristics and breed identification of commercial and domestic animals in Tennessee and the world. They assess the many uses of animal products and animal by-products. Candidates demonstrate knowledge of the principles of commercial and domestic livestock management.

Standard 5

Natural Resources and Environmental Systems. Candidates demonstrate knowledge of natural resources and environmental systems by creating meaningful learning experiences for students. They appraise the significance and the impact of technology related to natural resources and environmental systems in the world economy.

Supporting Explanation

Candidates understand and apply knowledge and concepts related to soil, water, and renewable resources. They evaluate and classify land for agricultural, residential, recreational, and industrial uses. Candidates understand and demonstrate the principles of soil, forest and land management. They examine the role of soil sample analysis in the production of all plants and apply analyses to plant production. Candidates explain the relationships among and the interdependence of plant and animal communities in the ecosystem. Candidates understand the problems confronting human, plant, and animal life as natural resources and apply that understanding to principles of conservation of national resources. Candidates demonstrate knowledge of relevant tools and new and emerging technologies and issues.

Program Implementation Standards

1. The program of study in agricultural education enables teacher candidates to meet the performance standards for the Agricultural Education and Agriscience endorsements. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major in meeting the standards for the two endorsements.
2. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct or conduct applied research. Candidates complete student teaching experiences in successful and diverse school-based agricultural education programs. Institutions encourage and facilitate candidates securing work experiences related to food, fiber and agricultural and natural resources.
3. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in Agricultural Education (2000); and National Standards for Teacher Education in Agriculture, American Association for Agricultural Education (2001).
4. These standards become effective for candidates seeking licensure no later than September 1, 2009. Institutions will submit standards for conditional approval no later than September 1, 2006.

**Tennessee Teacher Licensure Standards:
Business Education
(Endorsement in Business 7-12)**

Date Standards Adopted or Most Recent Revision: October 29, 2010
Date Institutions Must Submit To DOE: September 1, 2013
Date Candidates Must Meet Standards: September 1, 2014

Business content and professional education studies, culminating in business licensure, prepare candidates for teaching the concepts of business. Preparation for the endorsement in Business 7-12 incorporates business technology competencies. The course work and related field and clinical experiences enable the teacher candidate to meet the following standards.

Performance Standards and Standard Elements

Standard 1: Business Management

- 1.1 Candidates know and apply legal and ethical principles pertaining to business.
- 1.2 Candidates know and apply principles and methods of decision making and mathematical operations leading to quantitative and qualitative analysis.
- 1.3 Candidates know and apply differentiation between ethical and legal issues related to social responsibility and business management.
- 1.4 Candidates know and apply business management functions; organizational theory and development; leadership; and motivational concepts.

Standard 2: Accounting and Finance

- 2.1 Candidates know and apply principles and procedures for personal and business financial management while completing projects that require decision making skills (e.g., budgeting, saving, personal income tax, investing, retirement planning, and personal banking).

- 2.2** Candidates know and apply components of the accounting cycle (e.g., analysis of source documents, procedures for journalizing and posting transactions to ledgers, creating financial statements, performing adjusting and closing entries) as well as uses of computerized accounting packages and other financial software applications.

Standard 3: Marketing

- 3.1 Candidates know and apply cultural differences in language, values, social behavior, and business protocol that affect marketing strategies and concepts, customer service, sales, and promotion.
- 3.2 Candidates know and apply key marketing principles and concepts including, but not limited to customer service, selling, promotion, and distribution in both domestic and international markets.

Standard 4: Information Technology (Computer/Information Systems)

- 4.1 Candidates know and apply principles and procedures that relate to computer applications and basic concepts of programming and systems development and design in business situations.
- 4.2 Candidates know and apply terminology, principles and procedures related to the ethical use of information technology.

Standard 5: Economics

- 5.1 Candidates know and apply principles different economic systems and philosophies and recognize how differences in culture, language, values and social behavior affect the ethical conduct of business across domestic and international borders.
- 5.2 Candidates know and apply basic economic principles as they relate to microeconomic and macroeconomic theories and principles.

Standard 6: Business Environment and Communication

- 6.1 Candidates must know and apply effective communication skills.

- 6.2 Candidates know and apply principles of different economic systems and philosophies and recognize how differences in culture, language, values and social behavior affect the ethical conduct of business across domestic and international borders.
- 6.3 Candidates know and apply the principles and procedures of business ownership and the unique contributions of entrepreneurs.
- 6.4 Candidates know and apply the global business environment and an understanding of the importance of business communications.

Standard 7: Teaching Strategies

- 7.1 Candidates must demonstrate knowledge and practice relative to professionalism.
- 7.2 Candidates know and apply assessment of learning processes and rubric design and their appropriate use in a classroom environment.
- 7.3 Candidates must demonstrate currency in the business technology field as evidenced by appropriate industry certifications and/or course work.
- 7.4 Candidates must demonstrate knowledge of appropriate procedures for effective classroom management and disciplinary practice.
- 7.5 Teachers know and apply the legal framework that applies to career and technical education.
- 7.6 Candidates know and apply electronic tools to organize and schedule their work, produce and share documents, and increase their accessibility to colleagues, parents, and community members.

Standard 8: Emerging Technologies

- 8.1 Candidates know and apply networking concepts, systems, and business models necessary to apply principles and procedures related to voice and data transmission media types, and emerging technology trends.

- 8.2 Candidates know and apply knowledge about emerging technologies including integrated microcomputer applications, Web site design, Web 2.0, graphic design, flexible computing devices, cloud computing, and multimedia applications.

Standard 9: Leadership

- 9.1 Candidates know and apply knowledge about the purposes for youth clubs and how youth clubs can be used to develop leadership skills in students.
- 9.2 Candidates must know and apply motivation techniques.
- 9.3 Candidates know and apply leadership training via active learning processes that promote reflection such as discussion and dialogue, writing, demonstrations, practice with feedback, and group problem solving to promote a culture of leadership development.
- 9.4 Candidates know and apply electronic tools to organize and schedule their work, produce and share documents, and increase their accessibility to colleagues, parents, and community members.

Program Implementation Standards.

1. The program for the endorsement in Business 7-12 enables teacher candidates to meet performance standards for business.
2. The major constitutes a maximum of 30 percent of the undergraduate curriculum. Course work supporting the business endorsement is taken in addition to the 30 percent of the curriculum allocated to the major.
3. Teacher education programs in business education provide opportunities for related supervised field experiences as part of course work, internship, or student teaching.
4. Teacher education programs enable candidates who have no related work experiences to gain appropriate business workplace experiences as part of course work or in a supervised practicum.
5. Teacher education institutions may develop programs that lead to licensure in both business and marketing.

6. Institutions of higher education use these documents (as they may be amended) when designing, implementing and evaluating teacher preparation programs. These licensure standards build upon the current *INTASC Model Standards for Beginning Teacher Licensing Assessment and Development*; *NCATE Unit Standards*; *NBEA National Standards for Business Education* (2007); and *ISTE National Educational Technology Standards* (2008).
7. These licensure standards become effective no later than September 1, 2014.

**Tennessee Teacher Licensure Standards:
Family and Consumer Sciences Education
(Endorsements in Family and Consumer Sciences, 5-12, Food Production and
Management Services, 9-12, Early Childhood Care and Services, 9-12 and Textile
and Apparel Production and Service Management 9-12)**

Date Standards Adopted or Most Recent Revision: November 14, 2008
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: Current

Family and Consumer Sciences Education, 5-12 (FCS Core Endorsement)

Professional studies, culminating in licensure in family and consumer sciences education, prepare candidates for teaching basic concepts in the field. Endorsements in food production and management services and in early childhood care and services may be added to the endorsement in family and consumer sciences. The course work and related field and laboratory experiences enable the teacher candidate to meet the following standards:

Standard 1

Career, Community, and Family Connections. Candidates demonstrate knowledge of multiple roles and responsibilities in family, work, and community settings.

Supporting Explanation

Candidates demonstrate responsible citizenship and service while managing multiple individual, family, career, and community roles and responsibilities. They understand the reciprocal impact of individual and family participation in community activities. Candidates understand career development concepts, the relationship between work and learning, and the career planning process. They demonstrate knowledge of careers and career paths in Family and Consumer Sciences. Candidates use ethical reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.

Standard 2

Consumer Economics and Resource Management. Candidates evaluate decisions and management practices related to using human, economic, and environmental resources in a technologically expanding, global economy.

Supporting Explanation

Candidates examine economic fundamentals and the reciprocal relationships between consumer behaviors and economic factors. They explain legislation that affects individuals and families and processes by which public policies are developed and implemented. Candidates analyze the impact of consumer laws, practices, rights, and responsibilities on the lives of individuals and the environment. They demonstrate management of individual and family resources to provide for food, clothing, shelter, health care, education, recreation, transportation, child and elder care, and other

family needs and wants across the lifespan. Candidates use financial management processes in budgeting, banking, comparative shopping, saving, investing, using credit, purchasing insurance, and paying taxes. They evaluate economic activities in the context of rapidly changing technological and global conditions.

Standard 3

Families in Society. Candidates communicate the significance of the family and its impact on the well being of individuals and society.

Supporting Explanation

Candidates analyze the impact of the family as a unique, dynamic system on individuals across the life span. They analyze diverse perspectives, needs, and characteristics of individuals and families. Candidates evaluate the interrelationships of diverse families and other institutions, such as educational, governmental, religious, and occupational institutions. They explain principles and practices of family planning, including responsible sexual behavior.

Standard 4

Human Development over the Life Span. Candidates examine developmental changes of individuals across the life span and factors impacting these changes.

Supporting Explanation

Candidates facilitate understanding of physical, social, emotional and intellectual growth and development across the life span. They explain the environmental and hereditary factors that influence human growth and development across the life span. Candidates evaluate changing needs within the life cycle stages and their potential impact on the family and the community.

Standard 5

Interpersonal Relations. Candidates assist students in developing respectful and caring interpersonal relationships in the family, school, workplace, and community.

Supporting Explanation

Candidates analyze functions and expectations of various types of relationships. They analyze the impact of personal needs and characteristics on interpersonal relationships. Candidates use effective conflict prevention and management principles and procedures in all interpersonal relations.

Standard 6

Parenting. Candidates analyze parenting roles and responsibilities and their effects on the well being of individuals and families in a diverse society.

Supporting Explanation

Candidates assist students in understanding parenting and nurturing practices and strategies that maximize human growth and development across the life span. They recognize the impact of the critical early years on optimal growth and development. Candidates understand the physical, social, and emotional factors related to beginning the parenting process. They demonstrate communication skills that contribute to positive relationships between parents and children. Candidates evaluate external support systems that provide services for parents and use current and emerging research on human growth and development and parenting in teaching about parenting practices.

Standard 7

Nutrition, Food, and Wellness. Candidates demonstrate nutrition, food, and wellness practices that enhance individual and family well being.

Supporting Explanation

Candidates relate dietary guidelines, nutrition principles, research data, and life choices to individual and family wellness. They examine the social and emotional influences on personal eating habits. Candidates evaluate functions and sources of nutrients as well as factors that affect food quality and nutrient retention. They examine the effects of cultural influences and global factors on the production, supply, and distribution of food. Candidates synthesize principles of food acquisition, safety, sanitation, preparation, and service to meet long-term nutrition and food needs and preferences.

Standard 8

Textiles and Apparel. Candidates integrate knowledge, skills, and practices in teaching about the factors that impact textiles and apparel products.

Supporting Explanation

Candidates demonstrate knowledge of the factors that impact textiles and apparel needs and choices of individuals and families across the life span. They apply principles of art and elements of design in the selection and coordination of textiles and apparel products for a variety of end uses and consumer preferences. Candidates demonstrate skills needed to care for, construct, and repair textiles and apparel products.

Standard 9

Housing, Interiors, Equipment, and Furnishings. Candidates integrate knowledge, skills, and practices in applying design principles to the living environment and teaching about the factors influencing housing decisions.

Supporting Explanation

Candidates analyze historical, cultural, economic, environmental, and technological influences on housing, equipment, and furnishings. They analyze and create blue prints and floor plans for efficiency and safety. Candidates apply art and design principles in the selection of equipment and furnishings to meet individual and family needs. They determine benefits of regular care, periodic maintenance, and improvements of housing, equipment, and interiors.

Standard 10

Leadership and Communication. Candidates demonstrate leadership and communication skills in varying family, workplace, and community contexts.

Supporting Explanation

Candidates demonstrate responsible leadership and service in school, family, community, and work settings. They create an environment that encourages and respects the ideas, perspectives, and contributions of a diverse group of individuals. Candidates use good communication skills and collaborative leadership and teamwork processes.

Standard 11

Authentic Instruction. Candidates integrate core academic education standards and related vocational student organization activities to enhance academic attainment, leadership development, application of curriculum knowledge and skills, community service, and career development.

Supporting Explanation

Candidates integrate and reinforce learning of core academic education standards, such as English language arts, math, science, and social studies, in family, career, and community contexts. They integrate programs and projects of the Family, Career and Community Leaders of America student organization to foster student learning.

Food Production and Management Services, 9-12 (Note: FCS Endorsement 5-12 Pre/Co-Requisite)

Standard 1

Fundamental Skills. Candidates demonstrate culinary skills and industry applications of food principles.

Supporting Explanation

Candidates demonstrate industry applications of principles of food acquisition, handling, and preparation including quantity meal planning and cooking and

commercial equipment operation. They demonstrate culinary skills with application of food safety and sanitation procedures. Candidates demonstrate commercial preparation for all menu categories to produce a variety of food products. They demonstrate artistic food presentation techniques.

Standard 2

Food Service Management. Candidates demonstrate implementation of food service management functions.

Supporting Explanation

Candidates practice business and financial skills related to purchasing and receiving in food service operations. They implement a marketing plan for food service operations. Candidates examine the areas of workplace ethics, legal liability, environmental issues, and human resource policies within the food industry. They demonstrate the concepts of internal and external customer service.

Standard 3

Career Development. Candidates analyze career paths within the food production and food services industries.

Supporting Explanation

Candidates have knowledge of opportunities, education and training, and industry certifications for career paths in food production and services. They facilitate school to work transitions and apply business and human resource management skills to facilitate school-based enterprises.

Early Childhood Care and Services, 9-12 (Note: FCS Endorsement 5-12 Pre/Co-Requisite)

Standard 1

Developmentally Appropriate Practices. Candidates assess and implement developmentally appropriate practices that enhance growth and development of infants, toddlers, pre-kindergarten children, and school-aged children.

Supporting Explanation

Candidates evaluate and use current and emerging research to assess early childhood practices and procedures. They demonstrate knowledge of child development to plan, prepare, and implement developmentally appropriate practices and learning activities; select age-appropriate toys, equipment, and educational materials; and observe children and document observations using appropriate assessment techniques. Candidates implement an integrated curriculum that incorporates a child's language, learning styles, home experience, and cultural values.

Standard 2

Understanding Content Knowledge in Early Childhood Education. Candidates understand the importance of each content area—including early literacy (language), math, science, social studies, creative arts, music, and physical education—in young children's learning.

Supporting Explanation

Candidates know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. They recognize that every child constructs knowledge in personally and culturally familiar ways. Candidates develop curriculum that is free of biases related to ethnicity, religion, gender, or ability status.

Standard 3

Building Meaningful Curriculum. Candidates demonstrate integration of curriculum and instruction to meet the developmental needs and interests of all children.

Supporting Explanation

Candidates demonstrate a variety of teaching methods to meet the individual developmental needs of children, including children with special needs. They establish schedules, routines, and transitions that complement learning center activities. Candidates demonstrate knowledge of positive guidance, interpersonal relations, and conflict prevention and resolution.

Standard 4

Health and Safety. Candidates establish, organize, and maintain a safe and healthy environment conducive to a child's welfare and learning.

Supporting Explanation

Candidates plan nutritious meals and snacks; understand and follow governmental guidelines for health, safety, and fire; recognize signs of abuse and neglect and know reporting procedures; and demonstrate knowledge of emergency and security procedures.

Standard 5

Career Development and Facilities Management. Candidates analyze career paths within the child care industry and apply management skills to facilitate a school-based child care program.

Supporting Explanation

Candidates have knowledge of career opportunities, training, and industry certifications for career paths in the child care industry. They facilitate school to work transitions and apply business and human resource management skills to operate a school-based child care program. Candidates apply ethical and environmental standards as they plan and implement the operational procedures for facility management. They demonstrate an understanding of the interrelationship among families, schools, communities, and programs.

Textile and Apparel Production and Service Management 9-12 (Note: FCS Endorsement 5-12 Pre/Co-Requisite)

Standard 1

Fundamental Skills. Candidates demonstrate skills and industry application of clothing/design principles.

Supporting Explanation

Candidates demonstrate fundamental applications in the global textile and apparel complex. They will demonstrate basic understanding of the concepts, principles, and processes that are used to design and deliver products and ideas to consumers successfully. These include but are not limited to apparel construction and alteration; pattern use, design and alteration; and application of the basic design fundamentals to design and merchandising.

Standard 2

Textiles and Apparel Production and Service Management. Candidates demonstrate implementation of fashion production and service management functions.

Supporting Explanation

Candidates practice business and financial skills, functioning as both employee and entrepreneur. These include but are not limited to purchasing and receiving merchandise in the textile and apparel operations. They will implement a marketing plan for fashion production and service management. Candidates examine the areas of workplace ethics, legal liability, environmental issues, and human resource policies within the fashion production and service management industry. They will demonstrate the concepts of internal and external customer service.

Standard 3

Career Development. Candidates analyze career paths within textiles and apparel production and service management.

Supporting Explanation

Candidates have knowledge of opportunities, education, and training for career paths in textiles and apparel production and service management, including entrepreneurial opportunities. They facilitate school to work transitions and apply business and human resource management skills to facilitate a school-based enterprise.

Program Implementation Standards

1. The program of study in Family and Consumer Sciences enables teacher candidates to meet the performance standards for the Family and Consumer Sciences endorsement. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. The major constitutes a maximum of 30 percent of the undergraduate experience.
2. The programs of study leading to endorsements in the two occupational areas—food production and management services and early childhood care and services—are included in the Family and Consumer Sciences major as part of the initial preparation program, or they are offered as additional endorsements to the FACS endorsement. Institutions of higher education are strongly encouraged to include one occupational area in the initial preparation. Course work supporting additional endorsements in food production and management services and early childhood care and services does not exceed 12 semester hours for each additional endorsement. It is understood that candidates seeking additional endorsements will need to engage in continuous learning in these fields.
3. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
4. Teacher candidates have field experiences in both 5-8 and 9-12 settings. While it is not always possible to obtain student teaching experiences in 5-8 settings, at a minimum candidates have practicum experiences at that level.
5. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for

State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in Family and Consumer Sciences (date); national standards in Family and Consumer Sciences (get correct title when available) (2004)

6. These standards become effective for candidates seeking licensure no later than September 1, 2008. Institutions will submit standards for conditional approval no later than September 1, 2005.

**Tennessee Teacher Licensure Standards:
Technology-Engineering Education
(Endorsement in Technology-Engineering Education 5-12)**

Date Standards Adopted or Most Recent Revision: May 2, 2003
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: September 1, 2005

Introduction

Technology has been a powerful force in the development of civilization. Human action has used technology to shape the world in many ways according to interests or needs of the time. Many parts of our world are designed--shaped and controlled largely through the use of technology. An understanding of the interaction among humans, technological processes, and the world has an impact on further technological innovation. This context for viewing technological development is sometimes referred to as the "designed world."

Technology-engineering education develops student learning of processes and knowledge related to technology that are needed to solve problems and extend human capabilities. Technology-engineering education is an applied discipline to promote technological literacy at all levels. Professional studies and experiences culminating in technology education licensure will enable the teacher candidate to meet the following standards:

Standard 1

The Nature of Technology. Candidates demonstrate an understanding of technology, its role in human design in the world, and its relationship to the systems approach within technology education.

Supporting Explanation

Candidates explain the characteristics and scope of technology. They compare the relationship among technologies and systems and the connections between technology and other disciplines. They apply the concepts and principles of technology and systems when teaching technology in the classroom and laboratory. Candidates understand positive and negative aspects of technology in our world.

Standard 2

Technology and Society. Candidates demonstrate an understanding of technology and society within the context of human design in the world.

Supporting Explanation

Candidates compare the relationships between technology and social, cultural, political, and economic systems. They assess the role of society in the development and use of technology, and they assess the importance of significant technological innovations on the history of humankind. Candidates judge the effects of technology on the environment. They evaluate the relationship between technology and social institutions, such as family, education, government, and workforce. Candidates understand appropriate and inappropriate uses of technology and make decisions based on knowledge of intended and unintended effects of technology on society and the environment. The candidates demonstrate these capabilities within the context of physical systems; medical and agricultural biotechnologies; communication, transportation; construction; and manufacturing.

Standard 3

Design. Candidates demonstrate an understanding of design within the context of the human design of the world.

Supporting Explanation

Candidates explain the importance of design in the human made world. They describe the attributes of design and analyze the engineering design process and principles. Candidates apply the processes of troubleshooting, research and development, invention, innovation, and experimentation in developing solutions to a design problem. They investigate the relationship between designing a product and the impact of the product on the environment, the economy, and the society.

Standard 4

Technological Operations and Processes. Candidates demonstrate proficiency in technological operations and processes within the context of the designed world.

Supporting Explanation

Candidates select design problems and include appropriate criteria and constraints for each problem. They evaluate a design, assessing the success of a design solution and develop proposals for design improvements. They analyze a designed product and identify the key components of how it works and how it was made, and they operate and maintain technological products and systems. Candidates develop and model a design solution and complete an assessment to evaluate the merits of the design solution. They operate a

technological device and/or system. They diagnose a malfunctioning system, restore the system, and maintain the system. They investigate the impacts of products and systems on individuals, the environment, and society.

Candidates assess the impacts of products and systems. They follow safe practices and procedures in the use of tools and equipment. The candidates judge the relative strengths and weaknesses of a designed product from a consumer perspective. They exhibit respect by properly applying tools and equipment to the processes for which they were designed. They design and use instructional activities that emphasize solving real open-ended problems. The candidates demonstrate these capabilities within the context of physical systems; medical and agricultural biotechnologies; communication, transportation; construction; and manufacturing.

Standard 5

Designed World Analysis and Improvement. Using systems analysis, candidates evaluate the designed world to determine the success of a technological intervention and use this analysis to improve technology in a variety of contexts.

Supporting Explanation

Candidates analyze the principles, contexts, and applications of physical systems; medical and agricultural biotechnologies; communication, transportation; construction; and manufacturing. They select and use appropriate technologies in a variety of contexts, analyze the effects of the intervention, and use the analysis as a source of technological innovation in the designed world.

Standard 6

Curriculum. Candidates design, implement, and evaluate curricula based upon standards for technological literacy.

Supporting Explanation

Candidates identify appropriate content for the study of technology at different grade levels. They design a technology curriculum that integrates technological content from other fields of study. They identify curriculum and instructional materials and resources that enable effective delivery when teaching about technology. Candidates undertake long-term planning that results in an articulated curriculum based on state and national standards (or equivalent) for grades K-12. They use multiple sources of information to make informed decisions in technology curriculum, and they incorporate up-to-date technological developments into the curriculum. Candidates implement a

technology curriculum that systematically expands the technological capabilities of the student.

Standard 7

Instructional Strategies. Candidates use a variety of effective teaching practices that enhance and extend learning of technology.

Supporting Explanation

Candidates base instruction on contemporary teaching strategies that are consistent with state and national standards. They apply principles of learning and consideration of student differences to the delivery of instruction. Candidates select and use a variety of instructional strategies, using appropriate materials, tools, and processes to maximize student learning about technology. They select and use a variety of student assessments appropriate for different instructional materials. Candidates evaluate instructional strategies to improve teaching and learning in the technology classroom by using student learning outcomes, reflection, and other techniques. They exhibit an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.

Standard 8

Learning Environment. Candidates design, create, and manage learning environments that promote technological literacy.

Supporting Explanation

Candidates create a rich learning environment that provides for varied educational experiences in the technology classroom and laboratory. They identify a learning environment that encourages, motivates, and supports student learning, innovation, design, and risk-taking. They design a learning environment that establishes student behavioral expectations that support an effective teaching and learning environment. They create a flexible learning environment that is adaptable for the future. Candidates exhibit safe technology laboratory practice by designing, managing, and maintaining a physically safe technology-learning environment.

Standard 9

Students. Candidates understand differences among students and how they learn.

Supporting Explanation

Candidates design technology experiences for students of different ethnic and socioeconomic backgrounds, gender, age, interest, and exceptionalities. They identify how students learn technology most effectively by integrating current research about hands-on learning and learning about the content of technology. Candidates create productive technology experiences for students with different abilities, interests, and ages.

Standard 10

Professional Growth. Candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.

Supporting Explanation

Candidates demonstrate a continuously updated and informed background about the knowledge base and processes of technology. They continuously build upon effective instructional practices that promote technological literacy. They collaborate with other candidates and professional colleagues to promote professional growth, become actively involved in professional organizations, and attend professional development activities. Candidates demonstrate a value for continuous professional growth and reflect upon how technology teachers can improve their teaching practice. They demonstrate the importance of professionalism by promoting technology organizations for students in the technology classroom, and they apply various marketing principles and concepts to promote technology education and the study of technology.

Program Implementation Standards

1. Programs for the endorsement in technology-engineering education enable teacher candidates to meet performance standards in teaching technology-engineering education appropriate to grades five through twelve.
2. Candidates for licensure and endorsement in technology-engineering education may qualify through several different routes:
 - a. Candidates seeking initial licensure and endorsement: Candidates may seek licensure and endorsement by completing a traditional program, consistent with these licensure standards as approved by the Department of Education.

- b. Candidates seeking alternative licensure and endorsement: Candidates who hold a bachelor's degree and have expertise in the technology education area but who are not licensed teachers may use alternative A, C and E licenses. The Division of Vocational-Technical Education, working with teacher preparation programs, will verify subject area competence of individual candidates seeking licensure. Initially, it is assumed that candidates will use the Alternative E License, which allows them to begin teaching if they successfully complete the Praxis specialty exam. Eventually, it is assumed that candidates will use the Alternative C License, offered on campuses or online.
 - c. Candidates seeking additional endorsement: Candidates who are licensed teachers who have taught technology education for at least two years prior to or including 2002-03 (or who have expertise in the technology education area as verified by the Division of Vocational-Technical Education) may add the endorsement provided they: (1) complete a 5-day training in technology-engineering offered by the Department of Education (or equivalent methods course); (2) complete a one-day training in safety; (3) pass the Praxis examination; and (4) are recommended by the Division of Vocational-Technical Education.
 - d. Trade and industry teachers: Candidates who hold a bachelor's degree and a professional occupational education license may be issued a professional license endorsed in technology education provided they: (1) complete the requirements in 2. C. and (2) pass the Praxis examination in Principles of Learning and Teaching.
3. Institutions use the following documents (as they may be amended) and other sources of information when planning, implementing and evaluating the technology-engineering programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Standards for Technological Literacy: Content for the Study of Technology, International Technology Education Association (ITEA)(2000), Curriculum Standards for Initial Programs in Technology Education, ITEA and Council on Technology Teacher Education (2003) and Tennessee Technology Education Curriculum Standards (1999).
4. These licensure standards become effective no later than September 1, 2005.

**Tennessee Teacher Licensure Standards:
Marketing Education
(Endorsement in Marketing 7-12)**

Date Standards Adopted or Most Recent Revision: July 31, 2009
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: September 1, 2010

Introduction

Teacher preparation in marketing provides teacher candidates with an understanding of the basic concepts of business as well as knowledge of marketing concepts and their application. Teaching is a lifelong undertaking that is initiated in college course work, refined in field experiences and enhanced during professional teaching. The course work and related field and laboratory experiences enable the teacher candidate to meet the following standards:

Content Standards

Standard 1

Economics. Candidates demonstrate an understanding of microeconomic and macroeconomic concepts as they apply to the world's economic systems and the factors that impact economic change.

Supporting Explanation

Candidates apply the concepts of supply, demand, and productivity in decision making. They evaluate factors affecting the availability of goods, services, employment, and standard of living. Candidates understand the effect of the free enterprise system on domestic and global consumers as well as business and government organizations. They analyze the role of monetary and fiscal policy.

Standard 2

Business Law. Candidates apply concepts of business law and ethics to business, entrepreneurial, and personal services.

Supporting Explanation

Candidates analyze the legal rights and potential liabilities related to business and marketing. Candidates evaluate the dynamic nature of law in responding to the changing social, ethical, political, regulatory, and international environment.

Standard 3

Financial Analysis. Candidates apply tools, strategies, and systems used to maintain, monitor, control, interpret, and plan the use of financial resources.

Supporting Explanation

Candidates prepare and interpret financial statements and use computer systems in preparing all financial records of business organizations. They explain the importance of personal and business finance and their effects on the global economy. Candidates manage financial sources available to make business decisions. Candidates evaluate ethical issues that impact fiscal operations.

Standard 4

Management. Candidates apply management principles to the functions business and marketing in the domestic and global marketplace.

Supporting Explanation

Candidates use a systems approach to design problem solving strategies and evaluate models showing the flow of information in a business organization. They determine information system applications appropriate for each function of business. Candidates apply cost-effective procedures when designing business activities and proposing solutions to human relations and other business-related problems. They employ pre-employment screening procedures and career management techniques for new and experienced employees. Candidates integrate cultural, political, and cross cultural challenges that confront businesses in a global economy.

- 4.1 **Information Management.** Candidates utilize tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to facilitate market research and assist business decision making.
- 4.2 **Human Resources Management.** Candidates apply tools, techniques, and systems that businesses use to plan, staff, lead, and organize their human resources.
- 4.3 **Strategic Management.** Candidates employ tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization or department.
- 4.4 **Operations Management.** Candidates demonstrate the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning

Standard 5

Marketing. Candidates apply the concepts necessary to market goods, services, and ideas to compete successfully in the domestic and global economies.

Supporting Explanation

Candidates analyze the role of marketing in distribution, pricing, product and service management, selling, promotion, and consumer behavior.

- 5.1 **Distribution.** Candidates have a working knowledge of the functions of the distribution process. Candidates analyze the role of distribution of goods and services in domestic and global economies, including transportation, warehousing, channels of distribution, supply chain management and inventory control.
- 5.2 **Pricing.** Candidates have a working knowledge of the function of pricing and its importance to marketing. They explain pricing policies, strategies and decisions based on an evaluation of cost, competition and company objectives. Candidates apply the concepts of return on investment, break even analysis, customer perceptions, cost analysis and target return.
- 5.3 **Product and Service Management.** Candidates understand the concepts and apply the processes needed to obtain, develop, brand, maintain, and improve a product or service mix in response to market opportunities. They provide opportunities for students to generate product ideas, use quality assurances, and develop product-mix strategies to contribute to ongoing business success and desired business image.
- 5.4 **Selling.** Candidates determine client needs and wants and respond through planned, personalized communication to influence purchasing decisions and enhance future business opportunities. They communicate product knowledge and benefits, employ sales processes and techniques, and manage sales activities to enhance customer relationships and meet sales goals.
- 5.5 **Promotion.** Candidates demonstrate the effective use of advertising and other promotional methods to inform and persuade the consumer to purchase products and services. They analyze and assess the role and effectiveness of the promotional mix, including advertising, personal selling, sales promotion, event marketing, public relations and visual merchandising. Candidates evaluate the management of promotional activities to maximize return on promotional efforts. Candidates use communication strategies to convey information about products, services, images and ideas to the target market.
- 5.6 **Consumer Behavior.** Candidates understand the purchasing behaviors of both consumer and industrial buyers. Candidates examine the relationship between the marketing research process and decision making models. They examine cultural and international influences and perceptions on consumer behavior. Candidates understand differences based on market segmentation. They investigate customer service strategies that satisfy the customer and take into consideration the influences of culture when communicating with the customer.

Program Implementation Standards

1. The program of study in marketing education enables teacher candidates to meet the performance standards for marketing. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major or the equivalent in meeting the standards.
2. Teacher preparation programs in marketing provide opportunities for related supervised field experiences as part of coursework and internship or student teaching. Field experiences and clinical practice (enhanced student teaching or internship) are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct or conduct applied research. Candidates complete student teaching experiences in successful and diverse school-based marketing education programs.
3. Teacher preparation programs provide opportunities for candidates—in course work or field experiences—to integrate student classroom studies and vocational student organizations and to engage in student programs employing workplace methodology.
4. Teacher education programs verify that candidates entering teaching directly following completion of their education have had one year (2,000 hours) of acceptable work experience in marketing or a marketing related occupation or a supervised practicum. Programs verify that candidates entering teaching after working in marketing positions have had at least one and one half years (3,000 hours) of work experience.
5. Candidates who are licensed teachers with an endorsement in business may add the marketing endorsement with course work and related field experiences not to exceed 9 semester hours. Institutions of higher education that have an approved program in business education may offer the additional endorsement in marketing, even if they do not have an approved program in marketing education. Programs of study for additional endorsement address the competencies in content standard 5. Standards for the additional endorsement become effective for candidates beginning endorsements May 1, 2006.
6. Teacher education institutions are encouraged to develop programs that lead to licensure in both business and marketing.
7. Candidates who hold a bachelor's degree who have expertise in marketing but who are not licensed teachers, may teach marketing using a transitional license. They will document content area expertise by one of the following: having a major in marketing, having at least 24 semester hours in marketing, or passing the Praxis II test in marketing. Candidates must meet the other requirements for transitional licensure. They may obtain their professional education either on campus or online. Institutions may provide the

professional education training to such candidates, even if they do not have an approved marketing education program.

8. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in Marketing Education (2005); and Business Administration: Marketing—National Standards for Marketing Management, Entrepreneurship, and Business Administration, Marketing Education Resource Center (2005).
9. These standards become effective for candidates seeking licensure no later than September 1, 2010. Institutions will submit standards for conditional approval no later than September 1, 2007.

Tennessee Teacher Licensure Standards: Visual Arts K-12

Date Standards Adopted or Most Recent Revision: April 15, 2005
Date Institutions Must Submit To DOE: September 1, 2006
Date Candidates Must Meet Standards: September 1, 2009

Introduction

Tennessee supports visual arts education preparation programs for grades kindergarten through twelve that enable teacher candidates to meet the needs of all students in visual arts programs. The performance standards provide guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge, as well as the personal dispositions necessary to be successful as visual arts educators. Teaching visual arts is a lifelong undertaking that is initiated in college course work, refined in field and student teaching experiences, and enhanced during professional teaching.

The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, visual arts content, and a variety of field experiences to ensure teacher candidates meet all of the following standards.

Content Standards

Standard 1: Visual Arts Production

Candidates understand and apply the concepts of visual arts techniques, media and processes in creating their own art.

Supporting Explanation

- 1.1 Candidates demonstrate knowledge and skill in the production of art in the following core areas: drawing, two and three dimensional design, painting, and sculpture.
- 1.2 Candidates demonstrate in depth knowledge and skill in the production of art in one of the core areas listed above or in one of the following areas: metals and jewelry, fibers, media arts, ceramics, graphic design, photography, printmaking, book art and other studio areas.
- 1.3 Candidates integrate personal experience, ideas, emotions, and perceptions into their art work.
- 1.4 Candidates understand the conceptual nature of the artistic process that includes higher order thinking and creative problem solving. They

demonstrate the ability to conceptualize and develop an idea in their own artistic expression.

Standard 2: Visual Arts History, Cultures and Society

Candidates know and communicate the role of visual arts in society across time, place and culture.

Supporting Explanation

Candidates communicate the development of historical and contemporary art forms, including the major styles and periods of art, the importance and range of western and non-western art traditions, and the diversity of culture and gender. They convey the relationship of art to the culture in which it was produced and how the art relates to contemporary culture.

Standard 3: Responding to Visual Art

Candidates respond to the visual arts through the use of description, analysis, interpretation, and evaluation.

Supporting Explanation

- 3.1 Candidates understand the fundamental relationships among art history, aesthetics, criticism, and art production.
- 3.2 Candidates know about contemporary issues and ideas that surround art.
- 3.3 Candidates convey diverse philosophies of art.
- 3.4 Candidates understand that art is a unique form of communication and they articulate orally and in written form about art.
- 3.5 Candidates understand the interrelationship of all forms of creative expression including the visual arts, music, dance, and theater. They understand the interrelationship between the arts and other content areas.

Standard 4: Teaching Visual Art

Candidates plan and provide comprehensive sequential curriculum and instruction that is developmentally appropriate in an environment conducive to creative growth and active engagement in learning.

Supporting Explanation

- 4.1 **Instruction.** Candidates design, implement and evaluate developmentally appropriate sequential curricula for all students. They incorporate a variety of studio experiences and employ traditional tools and emerging technologies. They assist students in developing ideas and concepts for their art works and they engage students in oral and written responses to art.
- 4.2 **Learning Environment.** Candidates create an environment that is conducive to creative thought and activity and is emotionally and physically safe. They provide appropriate resources.
- 4.3 **Program Management.** Candidates demonstrate the ability to plan and manage an effective art program including materials, time, spatial organization, and budget.
- 4.4 **Integration and Linkages.** Candidates teach visual art as an integrated discipline, connected with other areas of study and with real life experiences.

Standard 5: Reflection, Professional Development and Leadership

Candidates pursue lifelong learning through reflective practice, research, professional development and art making.

Supporting Explanation

Candidates observe their peers teaching, participate in workshops and conferences, read art literature, and participate in professional organizations. They help their school and community to develop an appropriate vision of and commitment to providing high quality visual arts education for all students. They maintain a relationship with the visual arts community and continue their own art making as an ongoing part of professional development.

Program Implementation Standards

1. The program of study in visual arts education enables teacher candidates to meet the performance standards in teaching visual arts appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. It is understood that institutions may require more than 120 semester hours for the program in order to meet the standards of national professional organizations.

2. Candidates in visual arts education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. Enrollment in such a major is open to students who are preparing for licensure in visual arts education and to students who are not.
3. Institutions provide study in methods specific to art education taught by faculty who have had successful experiences teaching art in K-12 schools and who maintain close contact with the schools.
4. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
5. Teacher candidates have field experiences (not necessarily student teaching or internship) in elementary, middle and secondary grades. Candidates have experiences in settings including students with special needs and, if possible, have experiences in pre-kindergarten settings.
6. Teacher candidates have student teaching or internship experiences at the elementary (grades K-6) and middle and secondary (grades 7-12) levels.
7. Teacher candidates present a portfolio of their work, incorporating evidence of student learning and their own art work, for review by the teacher preparation institution.
8. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Model Standards for Licensing Classroom Teachers and Specialists in the Arts: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC, 2002); Tennessee Curriculum Standards in visual arts; and national standards in the content area.

9. These standards become effective for candidates seeking licensure no later than September 1, 2009. Institutions will submit standards for conditional approval no later than September 1, 2006.

**Tennessee Teacher Licensure Standards
Music Education K-12
(Endorsements in Vocal/General Music K-12
and Instrumental/General Music K-12)**

Date Standards Adopted or Most Recent Revision: August 18, 2005

Date Institutions Must Submit To DOE: September 1, 2006

Date Candidates Must Meet Standards: September 1, 2009

Introduction

Tennessee supports music education preparation programs for grades kindergarten through twelve that enable teacher candidates to meet the needs of all students in music programs. The performance standards provide guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge, as well as the personal dispositions necessary to be successful as music educators. Teaching music is a lifelong undertaking that is initiated in college course work, refined in field and student teaching experiences, and enhanced during professional teaching.

The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, music content, and a variety of field experiences to ensure teacher candidates meet the following standards.

Content Standards

Standard 1: Music Knowledge and Application.

Candidates understand and apply knowledge of music history, theory and performance skills in creating learning experiences for all music students.

Supporting Explanation

- 1.1 Candidates know and understand music of various styles, historical periods and cultural sources and apply that knowledge in a classroom setting.
- 1.2 Candidates understand the language and grammar of music, common elements of music (rhythm, melody, harmony, expressive qualities, form and style) and their interaction and infuse this understanding in their teaching.
- 1.3 Candidates have proficiency in sight singing and functional competency in piano, including playing two or more vocal or instrumental parts, use of chord symbols, and basic transposition.

- 1.4 Candidates have proficiency in composing, improvising, arranging and adapting music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.
- 1.5 Candidates evaluate music and music performance.
- 1.6 Candidates demonstrate an advanced level of proficiency as a performer including technical mastery, artistic interpretation and sight reading. They display these skills as a solo performer and as an ensemble member.
- 1.7 Candidates apply conducting skills, expressive gestures and appropriate rehearsal techniques which produce an artistic performance.

Standard 2: Teaching Music

Candidates plan and provide comprehensive sequential curriculum and instruction that is developmentally appropriate in an environment conducive to creative growth and active engagement in learning.

Supporting Explanation

- 2.1 **Instruction.** Candidates design, implement and evaluate developmentally appropriate sequential curricula for all students. They incorporate a variety of musical experiences, teaching and learning strategies, and emerging technologies to assist and guide students through the artistic processes of creating, performing and responding to music. Candidates understand that both process and product are integral to effective music learning.
- 2.2 **Learning Environment.** Candidates create an environment that is conducive to creative thought and activity and is emotionally and physically safe. They implement effective behavior management strategies appropriate to the music classroom that maintain and sustain a positive learning environment.
- 2.3 **Program Management.** Candidates demonstrate the ability to plan and manage an effective music program including materials, time, spatial organization, budget and acquisition of appropriate resources. They understand the professional ethics and legal issues that are a part of conducting an effective music program.
- 2.4 **Integration and Linkages.** Candidates teach music as an integrated discipline, connected with other areas of study and with real life experiences.

Standard 3: Reflection, Professional Development and Leadership

Candidates pursue lifelong learning through reflective practice, research, professional development and music making.

Supporting Explanation

Candidates observe their peers teaching, participate in workshops and conferences, attend music performances, read music literature, and participate in professional organizations. They help their school and community develop an appropriate vision of and commitment to providing high quality music education for all students. Candidates establish and maintain a relationship with the music community and continue their own music making as an ongoing part of professional development.

Endorsement in Vocal/General Music

Standard 1: Candidates demonstrate knowledge and skills specific to effective choral music teaching and performing.

Supporting Explanation

- 1.1 Candidates know and select age-appropriate literature for large ensembles, small ensembles, and solo performance.
- 1.2 Candidates use their voice effectively and assist students in vocal diction, tone production, and intonation. They understand vocal health issues and can assist students in adapting to various cultural styles.
- 1.3 Candidates identify performance deficiencies and apply appropriate corrective measures with vocal ensembles.
- 1.4 Candidates understand and communicate the contributions of the vocal music program to the school and community.
- 1.5 Candidates possess fundamental knowledge of general music classroom instrument maintenance and repair.

Endorsement in Instrumental/General Music

Standard 1: Candidates demonstrate knowledge and skills specific to effective instrumental music teaching and performing.

Supporting Explanation

- 1.1 Candidates know and select age-appropriate literature for large ensembles, chamber music, and solo performance.
- 1.2 Candidates have knowledge and performance ability on wind, string and percussion instruments sufficient to teach K-12 students effectively.
- 1.3 Candidates identify performance deficiencies and apply appropriate corrective measures with instrumental ensembles.
- 1.4 Candidates have sufficient vocal ability to use the voice in instrumental settings.
- 1.5 Candidates understand and communicate the contributions of the instrumental program to the school and community.
- 1.6 Candidates possess fundamental knowledge of instrument repair and maintenance.

Program Implementation Standards

1. The program of study in music education enables teacher candidates to meet the performance standards specified for core studies in music knowledge and application and teaching music as well as performance standards specific to endorsement in vocal/general music and/or instrumental/general music appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. It is understood that institutions may require more than 120 semester hours for the program in order to meet the standards of national professional organizations.
2. Candidates in music education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. Enrollment in such a major is open to students who are preparing for licensure in music education and to students who are not.
3. Institutions provide opportunities for candidates to develop performance capabilities while participating in a variety of large and small ensembles appropriate to the specific endorsement.

4. Institutions provide study in methods specific to music education taught by faculty who have had successful experiences teaching music in K-12 schools and who maintain close contact with the schools.
5. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
6. Teacher candidates have field experiences (not necessarily student teaching or internship) in elementary, middle and secondary grades. Candidates have experiences in settings including students with special needs and, if possible, have experiences in pre-kindergarten settings. Candidates have opportunities to participate in the opening weeks of school in the fall either during field experiences or student teaching.
7. Teacher candidates have student teaching or internship experiences at the elementary (grades K-6) and middle and secondary (grades 7-12) levels.
8. Teacher candidates present a senior recital or the equivalent for review by the teacher preparation institution.
9. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Model Standards for Licensing Classroom Teachers and Specialists in the Arts: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC, 2002); Tennessee Curriculum Standards in music; and national standards in the content area.
10. These standards become effective for candidates seeking licensure no later than September 1, 2009. Institutions will submit standards for conditional approval no later than September 1, 2006.

Tennessee Teacher Licensure Standards: Theatre K-12

Date Standards Adopted or Most Recent Revision: August 31, 2006
Date Institutions Must Submit To DOE: Current: June 1, 2007
Date Candidates Must Meet Standards: September 1, 2010

Introduction

Tennessee supports theatre education preparation programs for grades kindergarten through twelve that enable teacher candidates to meet the needs of all students in theatre programs. The performance standards provide guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge, as well as the personal dispositions necessary to be successful as theatre educators. Teaching theatre is a lifelong undertaking that is initiated in college course work, refined in field and student teaching experiences, and enhanced during professional teaching.

The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, theatre content, and a variety of field experiences to ensure teacher candidates meet the following standards.

Content Standards

Standard 1: Theatre Knowledge and Analysis

Candidates understand, analyze and apply the concepts of theatre styles and genres, literature and dramatic structure, history and culture, research, and media in creating sequential developmentally appropriate learning experiences for theatre students.

Supporting Explanation

- 1.1 Theatre Styles and Genres. Candidates demonstrate a strong foundation of knowledge in classical and contemporary theatre styles and genres in both performance and design.
- 1.2 Literature and Dramatic Structure. Candidates read and examine a broad range of American and world dramatic literature and use dramatic structure in the analysis of plays.
- 1.3 History and Culture. Candidates demonstrate knowledge of historical and cultural aspects of theatre.

- 1.4 Research. Candidates research by evaluating and synthesizing cultural and historical information to support artistic choices.
- 1.5 Media. Candidates demonstrate knowledge of the use of film, television, electronic media, and computers in instruction, performance, design, and program management.

Standard 2: Theatre Creation and Production

Candidates understand and apply the concepts of theatre creation and production through acting, directing, design, technical theatre, script creation, creative drama, and stage and business management.

Supportive Explanation

- 2.1 Acting Techniques. Candidates demonstrate various methods, approaches, and techniques used in the art of acting including improvisation, character development, scene study, creative movement and combat, voice and diction, and classical and contemporary acting methods.
- 2.2 Directing Techniques. Candidates use the various methods, approaches, and techniques of directing, when they select material, conceptualize, audition, cast, block, rehearse, and evaluate.
- 2.3 Design Techniques. Candidates apply various methods, approaches, and techniques used in the art of design. They coordinate design and technical aspects of stage productions, including scenery, lighting, make-up, sound, costumes, properties, media, and emerging technologies.
- 2.4 Script Creation. Candidates demonstrate various methods, approaches, and techniques in script creation.
- 2.5 Creative Drama. Candidates apply various methods, approaches, and techniques in creative drama such as storytelling, puppetry, and improvisation.
- 2.6 Stage Management. Candidates demonstrate various methods, approaches, and techniques in stage management.
- 2.7 Business Management. Candidates demonstrate basic business and managerial skills, including the development of budgets and

procedures for business office, box office, house management, public relations, and audience development.

Standard 3: Response to Theatre

Candidates plan and provide instruction that empowers students to respond independently to theatre through the use of analysis, interpretation and evaluation.

Supporting Explanation

- 3.1 Candidates use the theatre experience to encourage students to engage in critical thinking and problem solving.
- 3.2 Candidates assist students in exploring aesthetic and philosophical issues related to theatre.
- 3.3 Candidates assist students in forming and justifying evaluative judgments about theatre. They provide the theatre vocabulary for making meaningful interpretations.
- 3.4 Candidates understand the power of theatre to act as a cultural force for reflecting, interpreting and changing social values.
- 3.5 Candidates help students to understand and make connections between theatre and meaning in their own lives.

Standard 4: Instruction

Candidates plan and provide comprehensive sequential curriculum and instruction that is developmentally appropriate; they create an environment that is physically and emotionally safe and appropriate for the discipline and that encourages active engagement in learning.

Supporting Explanation

- 4.1 Candidates inspire and develop the imagination of students. They create an environment that is conducive to creative thought and activity.
- 4.2 Candidates design, implement and assess learning experiences, which use both organized and intuitive thinking and which draw upon students' interests, needs, self-awareness and personal experiences.

- 4.3 Candidates teach and apply the principles of creative drama. They integrate creative drama in other academic disciplines.
- 4.4 Candidates understand and utilize other arts disciplines in theatre.
- 4.5 Candidates implement group processes to create ensemble playing and collaborative theatre experiences.
- 4.6 Candidates implement effective behavior management strategies appropriate to the theatre classroom that maintain and sustain a positive learning environment.
- 4.7 Candidates impart to students appropriate audience behavior.
- 4.8 Candidates demonstrate the ability to plan and manage an effective theatre program including materials, time, spatial organization, budget and acquisition of appropriate resources.
- 4.9 Candidates formulate a rationale for and philosophy of theatre education and the ability to articulate the rationale to students, colleagues, administrators and parents.
- 4.10 Candidates demonstrate the ability to counsel students on professional issues, career opportunities and competencies required for college entrance.

Standard 5. Reflection, Professional Development and Leadership

Candidates pursue lifelong learning through reflective practice, research, professional development and participation in theatre.

Supporting Explanation

- 5.1 Candidates demonstrate awareness of national developments in education and theatre curricula and of traditional, current and innovative instructional methods and materials.
- 5.2 Candidates demonstrate knowledge of state, regional and national theatre organizations that serve as outlets for faculty and student participation.
- 5.3 Candidates demonstrate an understanding of laws and ethics including censorship, copyright laws and unions.
- 5.4 Candidates assess community needs and values in developing a theatre program.

Program Implementation Standards

1. The program of study in theatre education enables teacher candidates to meet the performance standards specified for core studies in theatre knowledge and application and teaching theatre appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. It is understood that institutions may require more than 120 semester hours for the program in order to meet the standards of national professional organizations.
2. Candidates in theatre education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. Enrollment in such a major is open to students who are preparing for licensure in theatre education and to students who are not.
3. Institutions of higher education provide opportunities for teacher candidates to acquire the knowledge and skills applicable to the elementary grades where an emphasis is on creative drama through the secondary grades where the emphasis is on both theatre process and production.
4. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
5. Teacher candidates have field experiences (not necessarily student teaching or internship) in elementary, middle and secondary grades. If it is not possible to find theatre field experiences in

elementary and middle grades, institutions may substitute field experiences in other performing arts areas (music and dance) in schools, provided that there is adequate supervision by a qualified teacher. Candidates have experiences in settings including students with special needs and, if possible, have experiences in pre-kindergarten settings.

6. Teacher candidates have student teaching or internship experiences at the elementary (K-6) and middle and secondary (7-12) grade levels. If it is not possible to find theatre student teaching or internship opportunities in theatre in elementary grades, then the entire student teaching or internship experience may be at the secondary level.
7. Institutions provide opportunities for candidates to develop performance capabilities in theatre. Teacher candidates complete a significant technical, design, management or performance requirement that is reviewed by the teacher preparation institution.
8. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Model Standards for Licensing Classroom Teachers and Specialists in the Arts: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC, 2002); Tennessee Curriculum Standards in theatre; and national standards in the content area.
9. These standards become effective for candidates seeking licensure no later than September 1, 2010. Institutions will submit standards for conditional approval no later than June 1, 2007.

Tennessee Teacher Licensure Standards: Dance Education (Endorsement in Dance K-12)

Date Standards Adopted or Most Recent Revision: October 22, 2004
Date Institutions Must Submit To DOE: September 1, 2006
Date Candidates Must Meet Standards: September 1, 2009

Introduction

Tennessee supports dance education preparation programs for grades kindergarten through twelve that enable teacher candidates to meet the needs of all students in dance programs. The performance standards provide teacher preparation programs guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning dance teachers. Teaching dance is a lifelong undertaking that is initiated in college course work, refined in field and performance experiences, and enhanced during professional teaching.

The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, dance content area study and a variety of field experiences to ensure teacher candidates meet all of the following standards.

Content Standards

Standard 1: Dance Knowledge and Application

Candidates understand and apply the concepts of dance techniques and styles, choreography, body science, dance history, and music in creating sequential developmentally appropriate learning experiences for dance students.

Supporting Explanation

- 1.1. **Dance Techniques and Styles.** Candidates demonstrate a strong foundation of knowledge in dance techniques and styles in ballet and modern dance and a wide range of experiences in such areas as jazz, tap, folk, social, character and ethnic dance.
- 1.2. **Choreographic Skills.** Candidates use the basic concepts of dance—space, time, force, shape and movement—in their teaching of choreography and improvisation.
- 1.3. **Body Science.** Candidates integrate knowledge of human anatomy, kinesiology, movement analysis, nutrition, and injury prevention and care in their teaching of dance.

- 1.4 **Dance History.** Candidates research and guide students through the exploration of historical and cultural contexts and connections of various dance forms.
- 1.5 **Music for Dance.** Candidates possess and impart the knowledge of rhythmic analysis of music and provide a wide range of musical accompaniment for a variety of movement experiences.

Standard 2: Creating Dance

Candidates plan and provide instruction that engages the student to explore and create technically sound, expressive and original choreography.

Supporting Explanation

Candidates empower students to develop skills and understanding through improvisation, composition and choreography. They empower students to create original movement using the concepts of time, space, shape, and force. They apply choreographic principles, devices, and structures and promote fluency of movement using improvisation techniques.

Standard 3: Performing Dance

Candidates plan and provide instruction that challenges students to identify, interpret, rehearse, self critique, refine and present in appropriate venues.

Supporting Explanation

Candidates empower students to develop the skills and technical understandings—physical, notational, stylistic, expressive and musical—necessary to perform skillfully and artistically. They teach students production elements including properties, scenery, lighting, sound, costumes, make-up, and multi-media installations.

Standard 4: Responding to Dance

Candidates plan and provide instruction that empowers students to respond independently to dance through the use of analysis, interpretation, and evaluation.

Supporting Explanation

Candidates provide the foundation for students to establish criteria and a dance vocabulary for making meaningful interpretations and judgments. They help students to understand and make the connections between dance expressions and meaning in their own lives. Candidates help students develop

a dance vocabulary and appreciation of dance in the world. They assist students in exploring aesthetic and philosophical issues related to dance in the world.

Standard 5: Teaching Dance

Candidates plan and provide comprehensive sequential curriculum and instruction that is developmentally appropriate; they create an environment that is physically safe and appropriate for the discipline and that encourages active engagement in learning.

Supporting Explanation

Candidates draw upon their understanding of the nature and significance of dance to communicate the relationship of dance to other arts and disciplines. They understand the aesthetic, educational, physical and societal value of dance and incorporate the Tennessee curriculum standards in their teaching. Candidates draw upon their knowledge of body sciences and proper dance training to provide safe facilities and to avoid injury. They are aware of the emotional and mental health issues related to dance. Candidates create an environment in which students are able to take risks in developing their personal artistic expression.

Standard 6: Dance Reflection, Professional Development and Leadership

Candidates pursue lifelong learning through reflective practice, research, professional development, and participation in dance making.

Supporting Explanation

Candidates understand that dance is an ephemeral art form. They observe their peers teaching; participate in dance classes, workshops and conferences; attend dance concerts; read dance literature; and participate in professional organizations. Candidates help their school and community to develop an appropriate vision of and commitment to providing high quality dance and arts education for all students. They maintain a relationship with the dance community.

Program Implementation Standards

1. The program of study in dance education enables teacher candidates to meet the performance standards in teaching dance appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major (or the equivalent).

2. Candidates in dance education complete a major or the equivalent, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. Enrollment in such a major is open to students who are preparing for licensure in dance education and to students who are not.
3. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
4. Teacher candidates have field experiences (not necessarily student teaching or internship) in both elementary grades (K-6) and middle and secondary grades (7-12). If it is not possible to find dance field experiences in elementary grades, institutions may substitute field experiences in other performing arts areas (music and theatre) in schools, provided that there is adequate supervision by a qualified teacher.
5. Teacher candidates have opportunities for dance performance, either as part of their preparation program or through professional dance performance.
6. Candidates who have demonstrated competence in dance, but have not completed a bachelor's degree may be issued a trade and industry teaching license, provided that they fulfill the requirements for the license.
7. Teachers who have taught one or more classes in dance in at least three academic years prior to and including 2006-07 may continue teaching dance. Although they are not required to complete the endorsement, they are encouraged to do so. In assessing a teacher's knowledge and skills, an institution of higher education considers the following: prior course work at institutions of higher education, study at professional schools including conservatories, teaching experience, professional experience in performance and production, and other professional development.

8. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Model Standards for Licensing Classroom Teachers and Specialists in the Arts: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC, 2002); Tennessee Curriculum Standards in dance; and national standards in the content area.
9. These standards become effective for candidates seeking licensure no later than September 1, 2009. Institutions will submit standards for conditional approval no later than September 1, 2006.

Tennessee Teacher Licensure Standards Special Education Core

Date Standards Adopted or Most Recent Revision: October 23, 2002
Date Institutions Must Submit To DOE: See Specific Endorsements
Date Candidates Must Meet Standards: See Specific Endorsements

Introduction

Tennessee supports a collaborative framework for teaching students with disabilities. General and special educators work together as members of a team, each bringing their respective strengths to the task. While general and special educators possess knowledge and skills in common, they also have differing areas of expertise and contribute accordingly.

Special education includes the following endorsements: special education, modified program (K-12); special education, comprehensive program (K-12); special education, vision (PreK-12); special education, hearing (PreK-12); special education, speech/language (PreK-12); and special education, preschool/early childhood (PreK-4).

For each endorsement area, institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, the major, the special education core, and the special education endorsement area so as to avoid duplication.

Becoming a teacher is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional practice. The course work and related field and laboratory experiences enable the candidate to meet the following performance standards:

Standard 1

Discipline Taught and Foundations of Special Education

Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Supporting Explanation

Candidates demonstrate an understanding of the primary concepts and ways of knowing in the general curriculum related to their instructional responsibilities. They also demonstrate an understanding of the implications of disability legislation and special education policies and procedures in supporting the educational needs of students with disabilities.

- 1.1 Candidates demonstrate a solid base of understanding of the major concepts, assumptions, issues, and processes of inquiry in the general curriculum related to their teaching responsibilities.
- 1.2 Candidates recognize that some students require an expanded curriculum with learning goals beyond the general curriculum to meet independent and functional living goals.
- 1.3 Candidates apply appropriately the concept of least restrictive environment, using the continuum of placements and services.
- 1.4 Candidates understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and issues that have historically influenced the field of special education and the individualization of learning. Candidates use this knowledge to examine their personal understandings and philosophies of special education.
- 1.5 Candidates serve as a resource to others by providing current information about the laws and policies that support students with disabilities and how to access information and resources.

Standard 2

Student Learning and Development

Candidates understand how individuals learn and develop and provide learning opportunities that support student intellectual, social and personal development.

Supporting Explanation

Candidates understand that all individuals have universal and unique patterns of learning and development that vary individually in cognitive, social, emotional and physical areas. They recognize that students with disabilities may exhibit greater individual variation than students without disabilities and that a disability often influences development and functioning in more than one area. Candidates use this knowledge to optimize learning opportunities for each student.

- 2.1 Candidates have knowledge of the characteristics of a wide array of disabilities and the ways that students' abilities and disabilities impact learning and development. They hold realistically high expectations for students and create challenging and supportive learning opportunities.
- 2.2 Candidates recognize that students with a specific disability may vary in their approaches to learning depending on the nature of their disability,

their level of knowledge and functioning, and life experiences. They use this knowledge to design, implement and evaluate appropriate instruction.

- 2.3 Candidates understand how a disability in one area (e.g., physical, cognitive, social, and emotional) can impact learning and development in other areas and use this knowledge to provide specialized supports.
- 2.4 Candidates seek to understand the current and evolving development and learning of individual students from a life-span perspective, including development from birth through adulthood. They use this information as a basis for planning and assessment.

Standard 3

Diverse Learners

Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Supporting Explanation

Candidates recognize that students with disabilities come from a variety of cultures, languages, ethnicities and socioeconomic classes. They seek to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the students' approaches to learning.

- 3.1 Candidates understand that families, communities, and cultures may perceive disabilities differently depending upon differing values and belief systems. They seek to use these insights when working with students and their families and they use culturally accepted ways of seeking information about the student's background.
- 3.2 Candidates understand that cultural, ethnic, gender, and linguistic differences may be confused with or misinterpreted as manifestations of a disability and take actions to guard against inappropriate assessment and over and under identification of students for special education services.
- 3.3 Candidates understand that second language learners may have language-based disabilities.
- 3.4 Candidates have a repertoire of strategies to build awareness, acceptance and appreciation for students with disabilities. They collaborate with other members of the school community to implement these strategies.

Standard 4

Teaching Strategies

Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

Supporting Explanation

Candidates understand and use a variety of instructional strategies and technologies. They select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to modify learning environments appropriately.

- 4.1 Candidates assess students' strengths and needs with respect to the curriculum, design and model instructional strategies, work with general education teachers to develop or implement instructional strategies to meet the needs of individual students, directly teach students with disabilities, and monitor student progress.
- 4.2 Candidates modify tasks and accommodate the individual needs of students according to individualized plans to provide access to the general curriculum and to facilitate student engagement in learning activities with peers. They provide a variety of ways for students to demonstrate their learning and adjust their instruction in response to information gathered from ongoing monitoring of performance.
- 4.3 Candidates understand and use a range of specialized instructional strategies that reflect best practice. They use assistive and instructional technologies to promote learning and independence of students with disabilities.
- 4.4 Candidates keep abreast of research-based instructional practices and are able to locate, evaluate, and use instructional materials, technologies, and equipment that are appropriate for individual students with disabilities. They conduct initial and on-going evaluations of instructional materials and practices to determine whether they are effective.
- 4.5 Candidates use strategies that increase the self-awareness, self-management, self-control, self-reliance, and self-advocacy of students with disabilities. Candidates identify and use instructional strategies that have been successful in different learning environments, such as home, school, and workplace.

Standard 5

Learning Environment

Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Supporting Explanation

Drawing on their knowledge of human motivation and behavior, candidates support a learning environment that is inclusive and encourages positive social interaction. They structure activities that specifically foster engagement, independent learning, and self-motivation in students with disabilities.

- 5.1 Candidates foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.
- 5.2 Candidates recognize situations that are likely to promote intrinsic motivation and create learning environments that encourage engagement, self-motivation, and self-advocacy.
- 5.3 Candidates have a repertoire of effective strategies for promoting positive behavior and building constructive relationships between students with disabilities and their non-disabled peers. They conduct functional behavior assessments, explore optional strategies, monitor outcomes, and design and implement positive behavioral support plans.
- 5.4 Candidates help students develop positive strategies for coping with frustrations in learning and social situations. They facilitate the development, implementation and monitoring of prevention and intervention programs for students with disabilities who exhibit challenging behaviors.

Standard 6

Communication

Candidates use knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Supporting Explanation

Candidates understand that students with disabilities often have communication or language delays or disorders associated with their

disabilities and may require multiple modes of communication. They teach language and communication skills, make accommodations to promote effective communication, and support the use of technology to promote learning and communication.

- 6.1 Candidates provide multiple opportunities to foster effective communication among students with disabilities and other members of the classroom to improve language and communication skills.
- 6.2 Candidates know how to assess, design, and implement strategies that foster non-verbal and verbal communication. They collaborate with language specialists and others involved in the student's learning. They assist the general education teacher in implementing strategies.
- 6.3 Candidates have knowledge of the range of augmentative, alternative and assistive technology that support students in learning and know how to access support specialists and services both within and outside the school setting. They monitor students' use of assistive communication devices and provide assistance in using and changing the devices in response to changes in need.

Standard 7

Planning

Candidates plan instruction based upon knowledge of subject matter, students, community and curriculum goals.

Supporting Explanation

Candidates use their knowledge of subject matter, learning theory, curriculum, student development, and assessed student needs in planning instruction. Working with others in developing individualized plans, they adjust goals, teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.

- 7.1 Candidates incorporate their knowledge of disabilities and information gathered in assessment of specific learners to guide and oversee the development of various individual plans including individualized education plans (IEPs), individualized family service plans (IFSPs), and individual accommodation plans (IAPs) for students with disabilities.
- 7.2 Candidates plan ways to adapt instruction to facilitate learning within the general curriculum in collaboration with general educators. They plan ways to integrate students with their non-disabled peers.

7.3 Candidates work within the context of family and community to carry out the education and life goals of students, including the development of individualized transition plans. They plan ways to integrate students with their non-disabled peers.

7.4 Candidates participate in planning and developing an expanded curriculum, such as the development of functional life skills and communication skills, when needed.

Standard 8

Assessment and Evaluation

Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

Supporting Explanation

Candidates understand the purposes, strengths, limitations and uses of various assessment approaches for making eligibility, placement, and instructional decisions for students with disabilities. They administer, score, interpret, and report on assessments related to their areas of specialization. They work with general education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments.

8.1 Candidates use a variety of assessment procedures to document students' learning, behavior, and growth within multiple environments. They plan and conduct assessments to develop individual learning plans. Candidates initiate, contact, and collaborate with other professionals throughout the identification and initial planning process. They involve families and students in the process.

8.2 Candidates ensure that students with disabilities participate in school system and statewide assessments and document on the IEP the use of accommodations, special considerations or alternate assessments when appropriate.

8.3 Candidates are aware of and guard against over and under identification of disabilities based on cultural, ethnic, gender, and linguistic diversity. They use assessment strategies that guard against misinterpreting these differences as disabilities.

Standard 9

Reflective Practitioner

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Supporting Explanation

Candidates are guided by the profession's ethical and professional practice standards. They devote ongoing attention to legal matters along with serious professional and ethical considerations. They view themselves as lifelong learners and regularly reflect on and adjust their practice.

- 9.1 Candidates actively seek out current information and research about how to educate students for whom they are responsible. They read the professional literature and research, network with colleagues, and engage in professional development.
- 9.2 Candidates reflect on the progress of individual students with disabilities and work with general education teachers, other professionals, students, and families to consider ways to build on the students' strengths and meet their needs.
- 9.3 Candidates seek evidence about the approaches they use and regularly examine their beliefs in relation to the literature. They reflect on the potential interaction between a student's cultural experiences and the student's disability.

Standard 10

Colleagues, Families, and Community

Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Supporting Explanation

Candidates understand that families, schools and communities are important contexts for teaching, learning and development. They advocate for students with disabilities to receive the support they need to be successful in the general curriculum and to achieve the goals of their individual education plans. They collaborate with other teachers and professionals and with families to ensure that students are valued members of the classroom, school, and the larger community.

- 10.1 Candidates collaborate with general education teachers to infuse individualized goals and specialized strategies into instruction for students with disabilities.
- 10.2 Candidates understand the roles and responsibilities of paraprofessionals. They collaborate with, give guidance to and supervise these staff members to foster the health and safety and academic, vocational and social learning of students.
- 10.3 Candidates work with related services professionals in the school and in the larger community to design, implement and evaluate instructional plans for students with disabilities. They collaborate on integrating related services into these plans to enhance students' performance.
- 10.4 Candidates work closely with families to establish mutual understanding of the students' educational goals, performance, and meaningful contexts for intervention. They include family members as partners on interdisciplinary and interagency teams.
- 10.5 Candidates understand the impact that having a child with a disability may have on family roles and functioning at different points in the life cycle of the family. They assess family needs and resources as they relate to child and family service options, and facilitate or implement a range of child-oriented and family-oriented services based on this assessment.

Program Implementation Standards

1. The program of study in special education enables teacher candidates to meet the performance standards for one or more special education endorsement areas. For each endorsement area, institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, the major, the special education core, and the special education endorsement area, avoiding duplication. The program of study assists candidates in meeting the standards of the special education core and enables candidates to apply concepts in the core to the specific endorsement area. The program of study assists candidates in teaching in a variety of regular and special education environments.
2. Candidates in special education may have an interdisciplinary major in exceptional learning or the equivalent or they may major in any acceptable major in corresponding general curriculum areas.
3. Institutions of higher education may provide opportunities for candidates to complete two endorsements while completing requirements for initial licensure within a program that includes a semester of student teaching or an internship. Examples include modified and comprehensive

endorsements as well as comprehensive and early childhood endorsements. Other combinations of endorsements may also be possible. The student teaching or internship must provide the candidate with opportunities in both endorsements.

4. Institutions of higher education may develop joint licensure programs in special education and general curriculum areas. Examples include early childhood education and special education preschool/early childhood as well as modified and other general curriculum areas.
5. Institutions of higher education use these documents (as they may be amended) when designing, implementing and evaluating teacher preparation programs: Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue, Interstate New Teacher Assessment and Support Consortium, 2001; NCATE 2000 Standards, National Council for the Accreditation of Teacher Education, (2000); Foundation Technology Standards for All Teachers, International Society for Technology in Education (1997); Professional Standards, Council for Exceptional Children, 2001; professional standards in related general curriculum areas; Tennessee curriculum standards in related general curriculum areas.
6. These licensure standards become effective in accordance with the effective dates of the specific special education endorsements being sought. Institutions will submit standards for conditional approval in accordance with the requirements of the specific special education endorsements.

**Tennessee Teacher Licensure Standards
Special Education: Preschool/
Early Childhood Education PreK-3**

Date Standards Adopted or Most Recent Revision: August 27, 2004
Date Institutions Must Submit To DOE: September 1, 2004
Date Candidates Must Meet Standards: September 1, 2006

Introduction

Professional studies culminating in licensure prepare teachers to work in a variety of settings with young children with disabilities and developmental delays ages birth through eight. The course work and related field and laboratory experiences enable the candidate to meet the following performance standards:

Standard 1

Discipline Taught and Foundations of Special Education

Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Supporting Explanation

Candidates demonstrate an understanding of the primary concepts and ways of knowing in the general and specialized curricula related to young children ages birth through eight. They also demonstrate an understanding of the implications of disability legislation and special education policies and procedures in supporting the educational needs of young children with disabilities.

- 1.1 Candidates understand the historical and philosophical foundations of services for young children both with and without exceptional learning needs. They know about current trends and issues in early childhood education and early childhood special education.
- 1.2 Candidates understand the essentials of many academic disciplines and content areas and set the foundations for later understanding and success for children.
- 1.3 Candidates demonstrate a solid base of understanding in the content areas of math, reading, English/language arts, science and social studies comparable to early childhood education teachers.
- 1.4 Candidates have knowledge of service delivery models for young children with disabilities. They understand the field's emphasis on cross-

categorical, interdisciplinary, and family-focused characteristics; they understand its emphasis on prevention and early intervention and on services in typical environments.

- 1.5 Candidates know and understand family systems theory. They understand how the young child with disabilities affects and is affected by parents, siblings, the extended family, and the community.

Standard 2

Student Learning and Development

Candidates understand how individuals learn and develop and provide learning opportunities that support intellectual, social and personal development.

Supporting Explanation

Candidates understand that all individuals have universal and unique patterns of learning and development that vary individually in cognitive, social, emotional and physical areas. They recognize that young children with disabilities or developmental delays may exhibit greater individual variation than young children without disabilities and that a disability often influences development and functioning in more than one area. Candidates use this knowledge to optimize learning opportunities appropriate to the age and stage of the young child.

- 2.1 Candidates understand theories of typical and atypical early childhood development and the effect of biological and environmental factors on pre-, peri-, and post-natal development and apply that knowledge to their practice.
- 2.2 Candidates understand the influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
- 2.3 Candidates recognize the impact of medical conditions and childhood illnesses on the child's development and on family concerns, resources and priorities.
- 2.4 Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 3

Diverse Learners

Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Supporting Explanation

Candidates recognize that young children with disabilities or developmental delays come from a variety of cultures, languages, ethnicities and socioeconomic classes. They seek to understand how primary language, culture, and familial backgrounds interact with the child's exceptional condition to impact the child's approaches to learning.

- 3.1 Candidates understand the significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
- 3.2 Candidates use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

Standard 4

Teaching Strategies

Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in young children.

Supporting Explanation

Candidates understand and use a variety of instructional and intervention strategies and technologies. They select, adapt, and use these strategies to promote challenging learning results in the general and special curricula and they modify learning environments appropriately.

- 4.1 Candidates use their own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum and intervention strategies that promote comprehensive developmental and learning outcomes for young children.
- 4.2 Candidates provide instructional support in a variety of service delivery environments, including the home, center, clinic, preschool, and school.
- 4.3 Candidates develop learning experiences and select instructional and intervention strategies to prepare young children for future learning

experiences. They prepare young children and their families for successful transitions.

Standard 5

Learning Environment

Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Supporting Explanation

Drawing on their knowledge of human motivation and behavior, candidates establish a learning environment that is inclusive and encourages positive social interaction. They structure activities that specifically foster engagement, independent learning, and self-motivation in young children with disabilities.

- 5.1 Candidates design, implement, and evaluate learning environments to assure developmental and functional appropriateness. They understand the importance of a supportive, interesting classroom environment in preventing many challenging behaviors.
- 5.2 Candidates provide indoor and outdoor environments that employ materials, media, and technology, including adaptive and assistive technology appropriate to the age and stage of the young child.
- 5.3 Candidates take into consideration medical care and physical management for premature and low-birth-weight children and other young children with medical and health conditions in designing the learning environment. They use universal healthcare precautions to ensure the safety and health of the young children and staff.
- 5.4 Candidates develop and use appropriate procedures for positioning, handling, and feeding the young child in the learning environment.
- 5.5 Candidates use health appraisal procedures and make referrals as needed.

Standard 6

Communication

Candidates use knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the learning environment.

Supporting Explanation

Candidates understand that young children with disabilities often have communication or language delays or disorders associated with their disabilities and may require multiple modes of communication. They teach language and communication skills, make accommodations to promote effective communication, and support the use of technology to promote learning and communication.

- 6.1 Candidates understand typical and atypical communication and language development in young children. They embed the program with rich oral language to create the foundations for literacy and cognitive development.
- 6.2 Candidates support and facilitate family and child interactions as primary contexts for communication, learning and development. They assist parents in incorporating child goals in naturally occurring home teaching opportunities.

Standard 7

Planning

Candidates plan instruction based upon knowledge of subject matter, students, community and curriculum goals.

Supporting Explanation

Candidates use their knowledge of general and special curricula, learning theory, curriculum, child development, and assessed needs in planning interventions and instruction. Working with others in developing individualized plans, they adjust goals, teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for children who require an expanded curriculum.

- 7.1 Candidates plan and implement developmentally, functionally and individually appropriate curriculum and design intervention strategies incorporating information from multiple disciplines.
- 7.2 Candidates plan and implement individual and group activities that are appropriate to the age and stage of the young child.
- 7.3 Candidates plan, implement and use procedures and services that support the transition of young children into preschool, school and other settings.

Standard 8

Assessment and Evaluation

Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

Supporting Explanation

Candidates understand the purposes, strengths, limitations and uses of various assessment approaches for making eligibility, placement, and instructional decisions for young children with disabilities or developmental delays. They administer, score, interpret, and report on assessments related to their areas of specialization. They work with families, general education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments.

- 8.1 Candidates use systematic observations, documentation, and other effective assessment tools and approaches. They select, adapt and use specialized formal and informal assessments, such as play based and transdisciplinary assessments, for infants, young children and their families.
- 8.2 Candidates assist families in identifying their concerns, resources, and priorities for purposes of assessment. They participate and collaborate as a team member with other professionals in conducting family-centered assessments.
- 8.3 Candidates communicate effectively with the family about curriculum and their child's progress. They report assessment results in a manner that the family and others understand and that supports the child and family.

Standard 9

Reflective Practitioner

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (young children, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Supporting Explanation

Candidates are guided by the profession's ethical and professional practice standards. They devote ongoing attention to legal matters along with serious

professional and ethical considerations. They view themselves as lifelong learners and regularly reflect on and adjust their practice.

- 9.1 Candidates use family theories and principles to guide professional practice, respecting family choices and goals.
- 9.2 Candidates articulate a personal philosophy regarding the education of young children with disabilities and developmental delays.
- 9.3 Candidates engage in informed advocacy for children and the profession.

Standard 10

Colleagues, Families, and Community

Candidates foster relationships with school colleagues, parents and agencies in the larger community to support young children's learning and well-being.

Supporting Explanation

Candidates understand that families, schools and communities are important contexts for teaching, learning and development. They advocate for young children with disabilities or delays to receive the support they need to be successful in the general and special curricula and to achieve the goals of their individual plans. They collaborate with other teachers and professionals and with families to ensure that young children are valued across community settings.

- 10.1 Candidates involve families and communities in many aspects of children's development and learning.
- 10.2 Candidates use various models of consultation in early childhood settings.
- 10.3 Candidates establish and maintain positive collaborative relationships with families.
- 10.4 Candidates explain to parents of children the nature of child development and sequences of skill acquisition.

Program Implementation Standards

1. The program of study enables teacher candidates who serve children with disabilities and developmental delays ages birth through eight to meet the performance standards in preschool/early childhood education.
2. Institutions of higher education provide a well integrated field-based component in multiple settings, involving children of various ages,

disabilities, and levels of severity. Institutions provide field experiences with pre-kindergarten and school age children. They provide practicum experiences prior to the student teaching/extended field experience semester or to the full year internship. The field experiences involve a variety of settings including home-based, clinical/center-based, and public (or state approved) school-based settings. Such placements may be in sites sponsored by education agencies, other public agencies, or state licensed private agencies. Institutions submit for approval a description of the field-based component. Teacher candidates are supervised by cooperating teachers or other licensed professionals who are qualified and experienced in their fields.

3. Institutions of higher education may develop joint licensure programs of Early Childhood PreK-3 and Special Education Preschool/Early Childhood Education PreK-3.
4. Teachers currently endorsed in Special Education Preschool/Early Childhood Education PreK-1 and PreK-4 will continue to be licensed to teach the grade levels covered by their endorsements. Teachers endorsed in Special Education Preschool/Early Childhood Education PreK-3 may teach grade 4 in schools having grade 3 if there are no other appropriately endorsed teachers available.
5. In addition to the documents referenced in the special education core, institutions of higher education use these documents (as they may be amended) when designing, implementing and evaluating teacher preparation programs: CEC Standards for Beginning Early Childhood Educators, Council for Exceptional Children, 2001; NAEYC Standards for Early Childhood Professional Preparation, National Association for the Education of Young Children, 2001; and Personnel Standards for Early Education and Early Intervention: Guidelines for Licensure in Early Childhood Special Education, Division of Early Childhood, CEC, 2000.
6. These licensure standards become effective for candidates seeking licensure no later than September 1, 2006. Institutions with programs in preschool/early childhood special education will submit standards for conditional approval no later than September 1, 2004.

Tennessee Teacher Licensure Standards

Special Education: Modified K-12

Date Standards Adopted or Most Recent Revision: October 23, 2002

Date Institutions Must Submit To DOE: June 1, 2004

Date Candidates Must Meet Standards: September 1, 2006

Introduction

Professional studies culminating in licensure prepare teachers of students with mild and moderate disabilities; these students can participate in the regular curriculum with appropriate adaptations and support. The course work and related field and laboratory experiences enable the candidate to meet the following performance standards:

Standard 1

Discipline Taught and Foundations of Special Education

Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Supporting Explanation

Candidates demonstrate an understanding of the primary concepts and ways of knowing in the general and specialized curricula related to individuals with mild and moderate disabilities in grades K-12. They also demonstrate an understanding of the implications of disability legislation and special education policies and procedures in supporting the educational needs of students with mild and moderate disabilities.

- 1.1 Candidates demonstrate a solid base of understanding in the content areas of math, reading, English/language arts, science and social studies comparable to elementary education teachers.
- 1.2 Candidates demonstrate the importance of including in the curriculum such areas as communication skills, oral language development, emotional and social skills, functional and independent living skills, employment-related skills and self-advocacy skills.
- 1.3 Candidates apply appropriately the continuum of placement and services available for individuals with mild and moderate disabilities, including the concept of least restrictive environment.
- 1.4 Candidates understand the historical and philosophical foundations of services for individuals with mild and moderate disabilities. They know about current trends and issues in these areas.

- 1.5 Candidates recognize the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with mild and moderate disabilities.

Standard 2

Student Learning and Development

Candidates understand how individuals learn and develop, and provide learning opportunities that support student intellectual, social and personal development.

Supporting Explanation

Candidates understand that all individuals have universal and unique patterns of learning in cognitive, social, emotional and physical areas. They recognize that individuals with mild and moderate disabilities may exhibit greater variation than those without disabilities and that a disability often influences development and functioning in more than one area. Candidates use this knowledge to optimize learning opportunities for each student.

- 2.1 Candidates know the characteristics associated with mild and moderate disabilities and the potential impact they may have on learning and development.
- 2.2 Candidates understand the etiologies and medical aspects of conditions affecting individuals with mild and moderate disabilities.
- 2.3 Candidates understand the psychological, social and emotional characteristics of individuals with mild and moderate disabilities.

Standard 3

Diverse Learners

Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Supporting Explanation

Candidates recognize that individuals with disabilities come from a variety of cultures, languages, ethnicities and socioeconomic classes. They seek to understand how primary language, culture and familial backgrounds interact with the student's exceptional condition to impact the student's approaches to learning.

No standards in addition to special education core.

Standard 4

Teaching Strategies

Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in individuals in grades K-12.

Supporting Explanation

Candidates understand and use a variety of instructional strategies and technologies. They select, adapt and use these instructional strategies to promote challenging learning results in general and special curricula and to modify learning environments appropriately.

- 4.1 Candidates develop, structure and implement accommodations, modifications, adaptations and technology support to provide access to the general curriculum for students with mild and moderate disabilities.
- 4.2 Candidates describe the advantages and limitations of instructional strategies and practices for teaching individuals with mild and moderate disabilities.
- 4.3 Candidates use research-based reading methods with individuals with mild and moderate disabilities to promote stronger outcomes.
- 4.4 Candidates use strategies to assist students in organizing and composing written products.
- 4.5 Candidate use methods to teach mathematics appropriate to individuals with mild and moderate disabilities to promote stronger outcomes.
- 4.6 Candidates identify and teach relationships within and across the curricula.
- 4.7 Candidates apply specialized materials for individuals with mild and moderate disabilities.
- 4.8 Candidates use strategies for integrating student initiated learning experiences into ongoing instruction.
- 4.9 Candidates teach strategies for study skills, organization and test taking.
- 4.10 Candidates use instructional methods to strengthen and compensate for deficits in attention, perception, comprehension, memory and retrieval.

Standard 5

Learning Environment

Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Supporting Explanation

Drawing on their knowledge of human motivation and behavior, candidates support a learning environment that is inclusive and encourages positive social interaction. They structure activities that specifically foster engagement, independent learning and self-motivation in students with mild and moderate disabilities.

- 5.1 Candidates modify the physical environment to provide optimal learning opportunities for individuals with mild and moderate disabilities.
- 5.2 Candidates minimize barriers to accessibility and facilitate acceptance of individuals with mild and moderate disabilities.
- 5.3 Candidates use appropriate methods to ensure individual academic success in one to one, small group and large group settings.
- 5.4 Candidates establish a consistent classroom routine for students with mild and moderate disabilities.
- 5.5 Candidates assist students in using problem solving and conflict resolution skills.
- 5.6 Candidates prepare students with mild and moderate disabilities to take an active role in their IEP planning process in order to support their commitment to learning, self-motivation and self-advocacy.

Standard 6

Communication

Candidates use knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the learning environment.

Supporting Explanation

Candidates understand that students with disabilities often have communication or language delays or disorders associated with their

disabilities and may require multiple modes of communication. They teach language and communication skills, make accommodations to promote effective communication, and support the use of technology to promote learning and communication.

No standards in addition to special education core.

Standard 7

Planning

Candidates plan instruction based upon knowledge of subject matter, students, community and curriculum goals.

Supporting Explanation

Candidates use their knowledge of general and special curricula, learning theory, curriculum, child development, and assessed needs in planning interventions and instruction. Working with others in developing individualized plans, they adjust goals, teaching strategies or supports to help students with mild and moderate disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.

- 7.1 Candidates incorporate their knowledge of the general curriculum standards and information gathered in assessment of specific students to guide and oversee the development of various individual plans including IEPs and IAPs.
- 7.2 Candidates work within the context of family and community to carry out the educational and life goals of students with mild and moderate disabilities.
- 7.3 Candidates plan, implement and use procedures and services that support transition of individuals with mild and moderate disabilities to future school and work settings.
- 7.4 Candidates use ongoing assessment and student progress monitoring to write IEPs and account for student outcomes.

Standard 8

Assessment and Evaluation

Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, academic, social and physical development of the learner.

Supporting Explanation

Candidates understand the purposes, strengths, limitations and uses of various assessment approaches for making eligibility, placement, and instructional decisions for individuals with mild and moderate disabilities. They administer, score, interpret and report on assessments related to their areas of specialization. They work with families, general educators and others to plan and design accommodations, modifications, adaptations or alternate assessments.

- 8.1 Candidates know how to administer, score, interpret and report on formal and informal assessments, including standardized, functional, criterion-referenced, and curriculum-based tests.
- 8.2 Candidates plan and conduct informal and formal assessments in order to make eligibility and placement decisions.
- 8.3 Candidates collaborate with other professionals throughout the identification and initial planning process. They seek multiple perspectives on the strengths and needs of students with mild and moderate disabilities.
- 8.4 Candidates regularly use ongoing assessment and student progress monitoring to make instructional decisions and adaptations and modifications in instruction.

Standard 9

Reflective Practitioner

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Supporting Explanation

Candidates are guided by the profession's ethical and professional practice standards. They devote ongoing attention to legal matters along with serious professional and ethical considerations. They view themselves as lifelong learners and regularly reflect on and adjust their practice.

No standards in addition to the special education core.

Standard 10

Colleagues, Families, and Community

Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Supporting Explanation

Candidates understand that families, schools and communities are important contexts for teaching, learning and development. They advocate for students with disabilities to receive the support they need to be successful in the general and special curricula and to achieve the goals of their individual plans. They collaborate with other teachers and professionals and with families to ensure that students are valued members of the classroom, school and the larger community.

No standards in addition to special education core.

Program Implementation Standards

1. The program of study enables teacher candidates who serve students with mild and moderate disabilities ages 5 through 21, or other students who benefit from special services or interventions, to meet the performance standards for modified instruction in the general curriculum.
2. Institutions of higher education provide a well integrated field-based component involving candidates in a variety of settings including regular, consultant and resource settings. Institutions provide practicum experiences prior to the student teaching or full year internship experience. The field experiences include opportunities for the candidates to collaborate with other educational professionals.
3. In addition to the documents referenced in the special education core, institutions of higher education use the following document (as it may be amended) when designing, implementing and evaluating teacher preparation programs: CEC Standards for Beginning Educators in the Individualized Curriculum, Council for Exceptional Children, 2001.
4. These licensure standards become effective for candidates seeking licensure no later than September 1, 2006. Institutions with programs in modified special education will submit standards for conditional approval no later than June 1, 2004.

Tennessee Teacher Licensure Standards: Special Education: Comprehensive K-12

Date Standards Adopted or Most Recent Revision: October 22, 2004
Date Institutions Must Submit To DOE: September 1, 2005
Date Candidates Must Meet Standards: September 1, 2008

Introduction

Professional studies culminating in licensure prepare teachers of students with severe and multiple disabilities. These students participate in a wide range of instructional programs including the life skills, community-based and general curricula, with appropriate adaptations and support. The course work and related field and laboratory experiences enable the candidate to meet the following performance standards:

Standard 1

Discipline Taught and Foundations of Special Education

Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Supporting Explanation

Candidates demonstrate an understanding of the primary concepts and ways of knowing in the general and specialized curricula related to individuals with severe and multiple disabilities from ages 5 through 21. They also demonstrate an understanding of the implications of disability legislation and special education policies and procedures in supporting the educational needs of students with severe and multiple disabilities.

- 1.1 Candidates demonstrate a solid base of understanding in the elementary education general curriculum areas of math, reading, English/language arts, science and social studies.
- 1.2 Candidates demonstrate the importance of including in the curriculum such areas as communication skills, oral language development, emotional and social skills, functional and independent living skills, employment-related skills and self-advocacy skills.
- 1.3 Candidates apply appropriately the continuum of placement and services available for individuals with severe and multiple disabilities, including the concept of least restrictive environment.
- 1.4 Candidates understand the historical and philosophical foundations of services for individuals with severe and multiple disabilities. They know about current trends and issues in these areas.

Standard 2

Student Learning and Development

Candidates understand how individuals learn and develop, and provide learning opportunities that support student intellectual, social and personal development.

Supporting Explanation

Candidates understand that all individuals have universal and unique patterns of learning in cognitive, social, emotional and physical areas. They recognize that individuals with severe and multiple disabilities may exhibit greater variation than those without disabilities and that a disability often influences development and functioning in more than one area. Candidates use this knowledge to optimize learning opportunities for each student.

- 2.1 Candidates know the characteristics associated with severe and multiple disabilities and the potential impact they may have on learning and development.
- 2.2 Candidates understand the etiologies and medical aspects of conditions, including the effects of medications, affecting individuals with severe and multiple disabilities. They understand the types and transmission of infections and diseases.
- 2.3 Candidates understand the impact of sensory impairments and physical and health disabilities on individuals, families and society.
- 2.4 Candidates understand the psychological, social and emotional characteristics of individuals with severe and multiple disabilities.

Standard 3

Diverse Learners

Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Supporting Explanation

Candidates recognize that individuals with disabilities come from a variety of cultures, languages, ethnicities and socioeconomic classes. They seek to understand how primary language, culture and familial backgrounds interact with the student's exceptional condition to impact the student's approaches to learning.

No standards in addition to special education core.

Standard 4

Teaching Strategies

Candidates understand and use a variety of instructional strategies to encourage development of independent living and vocational and academic skills in individuals in grade K-12.

Supporting Explanation

Candidates understand and use a variety of research-based instructional strategies and technologies. They select, adapt and use these instructional strategies and practices in the general curriculum and in life skills, functional skills and community-based instruction.

- 4.1 Candidates develop, structure and implement accommodations, modifications, adaptations and technology support to provide access to the general curriculum for students with severe and multiple disabilities.
- 4.2 Candidates select appropriate individualized strategies, curricula and materials in teaching individuals with severe and multiple disabilities.
- 4.3 Candidates use strategies to facilitate maintenance and generalization of skills across learning environments.
- 4.4 Candidates identify and teach relationships within and across the curricula.
- 4.5 Candidates use a variety of nonaversive and reinforcement techniques to engage students, maintain attention and facilitate appropriate behavior.
- 4.6 Candidate use response and error data to guide instructional decisions and provide feedback to learners.
- 4.7 Candidates use appropriate adaptive and assistive technologies for individuals with severe and multiple disabilities.
- 4.8 Candidates use instructional methods to strengthen and compensate for deficits in attention, perception, comprehension, memory and retrieval.
- 4.9 Candidates use strategies for integrating student initiated learning experiences into ongoing instruction.

Standard 5

Learning Environment

Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Supporting Explanation

Drawing on their knowledge of human motivation and behavior, candidates support a learning environment that is inclusive and encourages positive social interaction. They structure activities that specifically foster engagement, independent learning and self-motivation in students with severe and multiple disabilities.

- 5.1 Candidates modify the physical environment to provide optimal learning opportunities for individuals with severe and multiple disabilities.
- 5.2 Candidates minimize barriers to accessibility and facilitate acceptance of individuals with severe and multiple disabilities.
- 5.3 Candidates use appropriate methods to ensure individual academic success in one to one, small group and large group settings.
- 5.4 Candidates establish a consistent classroom routine for students with severe and multiple disabilities.
- 5.5 Candidates teach students with disabilities to give and receive meaningful feedback from peers and adults.
- 5.6 Candidates design learning environments that are multisensory and that facilitate active participation, self-advocacy and independence of individuals with disabilities.
- 5.7 Candidates use techniques of physical positioning and management to ensure participation in academic and social environments; they use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.
- 5.8 Candidates demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
- 5.9 Candidates plan for independent functional life skills relevant to personal living, sexuality, employment, and the community.

Standard 6

Communication

Candidates use knowledge of effective verbal, non-verbal and media communication techniques to foster interaction in the learning environment.

Supporting Explanation

Candidates understand that students with disabilities often have communication or language delays or disorders associated with their disabilities and may require multiple modes of communication. They teach language and communication skills, make accommodations to promote effective communication, and support the use of technology to promote learning and communication.

- 6.1 Candidates understand the impact of language development and listening comprehension on academic and non-academic learning; they provide communication and social interaction alternatives for individuals with severe and multiple disabilities.
- 6.2 Candidates teach methods and strategies for producing legible documents.
- 6.3 Candidates provide instruction on the use of alternative and augmentative communication systems.

Standard 7

Planning

Candidates plan instruction based upon knowledge of subject matter, students, community, and curriculum goals.

Supporting Explanation

Candidates use their knowledge of general and special curricula, learning theory, curriculum, child development, and assessed needs in planning interventions and instruction. Working with others in developing individualized plans, they adjust goals, teaching strategies or supports to help students with severe and multiple disabilities access and succeed in the general and expanded curricula.

- 7.1 Candidates incorporate their knowledge of the general curriculum standards and information gathered in assessment of specific students to guide and oversee the development of various individual plans including IEPs.

- 7.2 Candidates plan for career, vocational and transition programs, working with the family and community.
- 7.3 Candidates select and plan for integration of related services into the instructional program.
- 7.4 Candidates plan and implement age- and ability-appropriate instruction for individuals with severe and multiple disabilities.
- 7.5 Candidates interpret sensory and physical information to create or adapt appropriate learning plans.
- 7.6 Candidates design and implement instructional programs that address independent living and career education.
- 7.7 Candidates design and implement curriculum strategies for medical self-management procedures.
- 7.8 Candidates design, implement and evaluate instructional programs that enhance social participation across environments.

Standard 8

Assessment and Evaluation

Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, academic, social and physical development of the learner.

Supporting Explanation

Candidates understand the purposes, strengths, limitations and uses of various assessment approaches for making eligibility, placement, and instructional decisions for individuals with severe and multiple disabilities. They administer, score, interpret and report on assessments related to their areas of specialization. They work with families, general educators and others to plan and design accommodations, modifications, adaptations or alternate assessments.

- 8.1 Candidates know how to administer, score, interpret and report on formal and informal assessments, including standardized, functional, criterion-referenced, curriculum-based and state alternative assessments.
- 8.2 Candidates plan and conduct informal and formal assessments in order to make eligibility and placement decisions.

- 8.3 Candidates collaborate with other professionals; they seek multiple perspectives from families and public agencies on the strengths and needs of students with severe and multiple disabilities.
- 8.4 Candidates regularly use ongoing assessment and student progress monitoring to make instructional decisions; they select, adapt and modify assessments to accommodate the unique abilities and needs of students and they use exceptionality-specific assessment instruments.
- 8.5 Candidates assess reliable method(s) of response of individuals who lack typical communication and performance abilities.
- 8.6 Candidates implement procedures for assessing and reporting both appropriate and problematic social behaviors; they monitor intragroup behavior changes across subjects and activities.

Standard 9

Reflective Practitioner

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Supporting Explanation

Candidates are guided by the profession's ethical and professional practice standards. They devote ongoing attention to legal matters along with serious professional and ethical considerations. They view themselves as lifelong learners and regularly reflect on and adjust their practice.

- 9.1 Candidates know about and use sources of unique services, networks, and organizations for individuals with disabilities.
- 9.2 Candidates fulfill ethical responsibility to advocate for appropriate services for individuals with disabilities.
- 9.3 Candidates seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities as they participate in school and community-based activities.

Standard 10

Colleagues, Families, and Community

Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Supporting Explanation

Candidates understand that families, schools and communities are important contexts for teaching, learning and development. They advocate for students with disabilities to receive the support they need to be successful in the general and special curricula and to achieve the goals of their individual plans. They collaborate with other teachers and professionals and with families to ensure that students are valued members of the classroom, school and the larger community.

- 10.1 Candidates use parent and family education programs and behavior management programs that address severe behavior problems and facilitate communication for individuals with disabilities.
- 10.2 Candidates participate in the selection and implementation of augmentative or alternative communication systems and assistive technology.
- 10.3 Candidates use local community and state resources to assist in programming with individuals with disabilities.
- 10.4 Candidates collaborate with team members to plan transition to adulthood that encourages full community participation.
- 10.5 Candidates collaborate with families and service providers to individuals who are chronically or terminally ill.

Program Implementation Standards

1. The program of study enables teacher candidates who serve students with severe and multiple disabilities ages 5 through 21 to meet the performance standards for instructional programs in the life skills, community-based and general curricula.
2. Institutions of higher education provide a well integrated field-based component involving candidates in a variety of settings covering the age span addressed by the endorsement. Institutions provide practicum experiences prior to the student teaching or full year internship experience. The field experiences include opportunities for the candidates to collaborate with other educational professionals.

3. In addition to the documents referenced in the special education core, institutions of higher education use the following document (as it may be amended) when designing, implementing and evaluating teacher preparation programs: CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in the Individualized Independence Curriculum, Council for Exceptional Children, 2001.
4. These licensure standards become effective for candidates seeking licensure no later than September 1, 2008. Institutions with programs in comprehensive special education will submit standards for conditional approval no later than September 1, 2005.

Tennessee Teacher Licensure Standards: Special Education: Vision PreK-12

Date Standards Adopted or Most Recent Revision: October 22, 2004
Date Institutions Must Submit To DOE: September 1, 2006
Date Candidates Must Meet Standards: September 1, 2009

Introduction

Professional studies culminating in licensure prepare teachers of students with visual impairments. The students participate in the general education curriculum with appropriate adaptations and support and, based on assessed needs, participate in special curricula designed for students with visual disabilities. Thus, the student with visual disabilities has access to the general education curriculum and receives instruction in the specialized curriculum, sometimes referred to as the expanded core curriculum for students with visual impairments. The course work and related field and laboratory experiences enable the teacher candidate to meet the following performance standards:

Standard 1

Discipline Taught and Foundations of Special Education

Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Supporting Explanation

Candidates demonstrate an understanding of the primary concepts and ways of knowing in the general and specialized curricula related to individuals with visual impairments from birth through grade 12. They also demonstrate an understanding of the implications of disability legislation and special education policies and procedures in supporting the educational needs of students with visual impairments.

- 1.1 Candidates demonstrate a solid base of understanding in the elementary education general curriculum areas of math, reading, English/language arts, science and social studies and provide consultation, materials, and instruction to general education teachers for making the general education curriculum accessible to students with visual impairments. They demonstrate a solid base of understanding in the expanded core curriculum. In the area of literacy instruction, candidates and general education teachers share knowledge and instruction—for example, when a child is learning to read with Braille.
- 1.2 Candidates demonstrate the importance of including in the curriculum for students with visual impairments compensatory skills (including

communications skills), social skills, independent living skills, technology, visual efficiency, self-determination, recreation and leisure skills, career education, and orientation and mobility.

- 1.3 Candidates apply appropriately the educational definitions, identification and eligibility criteria, and incidence and prevalence information for individuals with visual impairments.
- 1.4 Candidates understand the historical and philosophical foundations of services for individuals with visual impairments. They know about current trends and issues in these areas and follow promising practices as evidenced by research and scientific literature in the field.

Standard 2

Student Learning and Development

Candidates understand how individuals learn and develop, and provide learning opportunities that support student intellectual, social and personal development, as well as their abilities to travel independently.

Supporting Explanation

Candidates understand that all individuals have universal and unique patterns of learning in cognitive, social, emotional and physical areas. They recognize that individuals with visual impairments may exhibit greater variation than those without disabilities and that visual impairment often influences development and functioning in other areas. Candidates use this knowledge to optimize learning opportunities for each student.

- 2.1 Candidates know the characteristics associated with visual impairment and the potential impact they may have on learning and development.
- 2.2 Candidates understand the basic terminology and etiologies related to the structure and function of the eye and the terminology related to diseases and disorders of the human visual system. They understand how children with low vision learn to use their vision through instruction in visual efficiency, use of prescribed optical devices, and modifications to the environment.
- 2.3 Candidates understand the cognitive, social, emotional and physical development of individuals with visual impairments from birth through adulthood.
- 2.4 Candidates know how the senses—touch and hearing—are affected when vision is impaired and how they are developed to understand the physical and social environments.

- 2.5 Candidates understand the effects of medications for visual and other medical needs on the visual system and their implications for learning.

Standard 3

Diverse Learners

Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Supporting Explanation

Candidates recognize that individuals with visual impairments come from a variety of cultures, languages, ethnicities and socioeconomic classes. They seek to understand how primary language, culture and familial backgrounds interact with the student's exceptional condition to impact the student's approaches to learning.

- 3.1 Candidates recognize factors related to cultural and linguistic diversity that influence students with visual impairments.
- 3.2 Candidates understand the effects of visual impairment and those additional manifestations of specific visual impairments, such as albinism, on the family and the reciprocal impact on the individual's self esteem and independence.

Standard 4

Teaching Strategies

Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills.

Supporting Explanation

Candidates understand and use a variety of instructional strategies and technologies. They select, adapt and use these instructional strategies to promote challenging learning results in general and special curricula and to modify learning environments appropriately.

- 4.1 Candidates use multiple strategies for assessing, teaching, and measuring outcomes in each area of the expanded core curriculum.
- 4.2 Candidates use multiple strategies for teaching pre-Braille tactile readiness, literary Braille reading and writing and Nemeth Code reading and writing.

- 4.3 Candidates prepare adapted or modified materials in Braille, accessible print and other formats.
- 4.4 Candidates use specialized media, equipment, and technology suitable for students with visual impairments, including mathematical and computational devices, listening and recording devices, writing instruments, electronic devices, optical aids, computers, and devices for producing and reproducing materials.
- 4.5 Candidates use instructional strategies for teaching independent travel skills within school environments, including concept development, motor development, orientation, protective techniques, sighted guide travel, trailing and pre-cane skills.
- 4.6 Candidates understand the roles and responsibilities of the teacher of students with visual impairments and demonstrate ability to work with school personnel and students to integrate students into a variety of settings.
- 4.7 Candidates design instructional strategies and materials for learners with differing ages and additional disabilities.
- 4.8 Candidates provide students with knowledge of their eye conditions, as appropriate. They understand that some families may consider this a privacy issue and that for some children decisions need to be made regarding how medical information is transmitted.
- 4.9 Candidates prepare individuals with visual impairments to access information and services from local, state and national resources that are developed for those with and without visual impairments.

Standard 5

Learning Environment

Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation and determination.

Supporting Explanation

Drawing on their knowledge of human motivation and behavior, candidates support a learning environment that is inclusive and encourages positive social interaction. They structure activities that specifically foster engagement, independent learning and self-motivation in students with visual impairments.

- 5.1 Candidates modify the physical environment to provide multi-sensory and optimal learning opportunities for students with visual impairments based on assessed needs.
- 5.2 Candidates minimize barriers to accessibility and facilitate acceptance of individuals with visual impairments.
- 5.3 Candidates collaborate with general education teachers in using appropriate methods to ensure individual academic success in one-to-one, small group and large group settings.
- 5.4 Candidates collaborate with general education teachers in establishing a consistent classroom routine for students with visual impairments.
- 5.5 Candidates assist students in using problem solving and conflict resolution skills.
- 5.6 Candidates prepare students with visual impairments to take an active role in their IEP planning process in order to support their commitment to learning, self-motivation, self-advocacy and independence.

Standard 6

Communication

Candidates use knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the learning environment.

Supporting Explanation

Candidates understand that students with visual impairments often have communication or language delays or disorders associated with their impairments and may require multiple modes of communication. They teach language and communication skills, make accommodations to promote effective communication, and support the use of technology to promote learning and communication.

- 6.1. Candidates teach the use of social interaction skills, including verbal and non-verbal techniques.
- 6.2. Candidates prepare individuals with visual impairments to respond constructively to societal attitudes and actions.

Standard 7

Planning

Candidates plan instruction based upon knowledge of subject matter, students, community, and curriculum goals.

Supporting Explanation

Candidates use their knowledge of general and special curricula, learning theory, curriculum, child development, and assessed needs in planning interventions and instruction. Working with others in developing individualized plans, they adjust goals, teaching strategies and accommodations to facilitate opportunities for success for students with visual impairments in the expanded core curriculum.

- 7.1 Candidates understand the relationships among assessment, individualized education plan development, and subsequent placement decisions as they affect vision-related services.
- 7.2 Candidates sequence, implement, and evaluate learning objectives based on assessed needs in the expanded core curriculum for individuals with visual impairments.
- 7.3 Candidates select and provide instruction for use of technologies to accomplish instructional objectives for individuals with visual impairments.
- 7.4 Candidates obtain and organize special materials to implement instructional goals for individuals with visual impairments.

Standard 8

Assessment and Evaluation

Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, academic, social and physical development of the learner.

Supporting Explanation

Candidates understand the purposes, strengths, limitations and uses of various assessment approaches for making eligibility, placement, and instructional decisions for individuals with visual impairments. They administer, score, interpret and report on assessments. They work with families, general educators and others to plan and design accommodations, modifications, adaptations and alternate assessments. They ensure that

appropriate assessments are obtained that lead to functional assessments—in areas such as medical and clinical low vision—within the school system.

- 8.1 Candidates know how to select, administer, score, interpret and apply results of vision screening tests, including functional vision assessment, learning media assessment, and expanded core curriculum screening and assessment for students with visual impairments. When needed, they request a related service provider—such as a certified orientation and mobility specialist or clinical low vision specialist—to provide an appropriate assessment.
- 8.2 Candidates select, administer, score and interpret formal and informal assessments appropriate for students with visual impairments, including preschool learners, students with multiple disabilities, and students with learning problems across curricular domains.
- 8.3 Candidates understand and apply specialized terminology, ethical considerations, laws and policies related to assessment of individuals with visual impairments and work to ensure that assessments are conducted in consultation with or by individuals knowledgeable about visual impairments.
- 8.4 Candidates apply specialized policies and procedures in screening, pre-referral, referral, identification and programming for individuals with visual impairments.
- 8.5 Candidates provide appropriate accommodations, adapt formal and informal tests, and use disability-specific tests and alternative assessment techniques when needed.
- 8.6 Candidates interpret eye reports—such as ophthalmology and clinical low vision reports—and other vision-related diagnostic information.
- 8.7 Candidates maintain disability-related records for individuals with visual impairments.
- 8.8 Candidates gather background information and family history related to the individual's visual status.
- 8.9 Candidates interpret and use assessment data for instructional planning, determining instructional effectiveness, and measuring outcomes with individuals with visual impairments.

Standard 9

Reflective Practitioner

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Supporting Explanation

Candidates are guided by the profession's ethical and professional practice standards. They devote ongoing attention to legal matters along with serious professional and ethical considerations. They view themselves as lifelong learners and regularly reflect on and adjust their practice.

- 9.1 Candidates continually evaluate the effects of their attitudes and choices when addressing the varied and unique educational needs of individuals with visual impairments.
- 9.2 Candidates use the resources of organizations and publications relevant to the field of visual impairment.

Standard 10

Colleagues, Families, and Community

Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Supporting Explanation

Candidates understand that families, schools and communities are important contexts for teaching, learning and development. They advocate for students with visual impairments to receive the support they need to be successful in the expanded core curriculum and to achieve the goals of their individual plans. They collaborate with other teachers and professionals and with families to ensure that students have opportunities to become valued members of the classroom, school and the larger community.

- 10.1 Candidates use strategies for assisting families and other team members in planning appropriate transitions for individuals with visual impairments.
- 10.2 Candidates access services, networks, and publications for and organizations of individuals with visual impairments and other professional organizations.

- 10.3 Candidates collaborate with school personnel, students and families in teaching students with visual impairments in the general education classroom with appropriate supports.
- 10.4 Candidates access national, state and local resources for obtaining, purchasing, borrowing and repairing materials and equipment for students with visual impairments.

Program Implementation Standards

1. The program of study enables teacher candidates who serve students with visual impairments from birth through age 21 to meet the performance standards for teaching students with visual impairments.
2. Institutions of higher education provide candidates with a well integrated field-based component involving students at a variety of age levels who have a variety of learning abilities, including students with multiple disabilities. To the extent possible, candidates have experiences in consultant, itinerant, resource and self-contained settings. Institutions provide practicum experiences prior to the student teaching or full year internship experience. The field experiences include opportunities for the candidates to collaborate with other educational professionals.
3. In addition to the documents referenced in the special education core, institutions of higher education use the following document (as it may be amended) when designing, implementing and evaluating teacher preparation programs: CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students with Visual Impairment. Council for Exceptional Children, 2001.
4. These licensure standards become effective for candidates seeking licensure no later than September 1, 2009. Institutions with programs in special education, vision will submit standards for conditional approval no later than June 1, 2006.

Tennessee Teacher Licensure Standards Special Education, Hearing PreK-12

Date Standards Adopted or Most Recent Revision: August 31, 2006
Date Institutions Must Submit To DOE: June 1, 2007
Date Candidates Must Meet Standards: September 1, 2010

Professional studies culminating in licensure prepare teachers of students who are deaf or hard of hearing. The students access the general education curriculum with appropriate adaptations and support and, based on assessed needs, participate in special curricula designed for students with hearing loss. The course work and related field and laboratory experiences enable teacher candidates to meet the following performance standards:

Content Standards

Standard 1

Discipline Taught and Foundations of Special Education

Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Supporting Explanation

Candidates demonstrate an understanding of the primary concepts and ways of knowing in the general and specialized curricula related to individuals with hearing loss from birth through grade 12. They also demonstrate an understanding of the implications of disability legislation and special education policies and procedures in supporting the educational needs of students with hearing loss.

- 1.1 Candidates demonstrate a solid base of understanding in the elementary education general curriculum areas of math, reading, English/language arts, science and social studies and provide consultation, materials, and instruction to general education teachers for making the general education curriculum accessible to students with hearing loss. They demonstrate a solid base of understanding in the expanded curriculum.
- 1.2 Candidates apply appropriately the educational definitions, identification and eligibility criteria, and incidence and prevalence information for individuals with hearing loss.
- 1.3 Candidates understand the historical and philosophical foundations of services for individuals with hearing loss. They know about current trends and issues in these areas and follow promising practices as evidenced by research and scientific literature in the field.

Standard 2

Student Learning and Development

Candidates understand how individuals learn and develop, and provide learning opportunities that support student intellectual, social and personal development, as well as their abilities to travel independently.

Supporting Explanation

Candidates understand that all individuals have universal and unique patterns of learning in cognitive, social, emotional and physical areas. They recognize that individuals with hearing loss may exhibit greater variation than those without and that hearing loss often influences development and functioning in other areas. Candidates use this knowledge to optimize learning opportunities for each student.

- 2.1 Candidates know the characteristics associated with hearing loss and the potential impact they may have on learning and development.
- 2.2 Candidates understand the basic terminology and etiologies related to hearing loss. They know about the anatomy and physiology of the ear. Candidates understand the impact of the onset of hearing loss, age of identification, and provision of services on the development of individuals with hearing loss.
- 2.3 Candidates understand the cognitive, social, emotional and physical development of individuals with hearing loss from birth through adulthood.
- 2.4 Candidates know about production, transmission and reception of speech sounds and other sounds.

Standard 3

Diverse Learners

Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Supporting Explanation

Candidates recognize that individuals with hearing loss come from a variety of cultures (including Deaf culture), languages, ethnicities and socioeconomic classes. They seek to understand how primary language, culture and familial backgrounds interact with the student's exceptional condition to impact the student's approaches to learning. Candidates understand and respect various aspects of Deaf culture.

Standard 4

Teaching Strategies

Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills.

Supporting Explanation

Candidates understand and use a variety of instructional strategies and technologies. They select, adapt and use these instructional strategies to promote challenging learning results in general and special curricula and to modify learning environments appropriately.

- 4.1 Candidates use multiple strategies for assessing, teaching, and measuring outcomes in each area of the expanded curriculum.
- 4.2 Candidates use specialized media, equipment, and technology suitable for students with hearing loss, including a variety of communication systems and amplification systems.
- 4.3 Candidates know how to access equipment, services and local, state and national resources available to foster independent living.
- 4.4 Candidates understand the roles and responsibilities of the teacher of students with hearing loss and demonstrate ability to work with students and school personnel—including interpreters and audiologists—to integrate students into a variety of settings.

Standard 5

Learning Environment

Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation and determination.

Supporting Explanation

Drawing on their knowledge of human motivation and behavior, candidates support a learning environment that is inclusive and encourages positive social interaction. They structure activities that specifically foster engagement, independent learning and self-motivation in students with hearing loss.

- 5.1 Candidates modify the physical environment to provide multi-sensory and optimal learning opportunities for students with hearing loss based on assessed needs.

- 5.2 Candidates minimize communication barriers to accessibility and facilitate acceptance of individuals with hearing loss.
- 5.3 Candidates collaborate with general education teachers in using appropriate methods to ensure individual academic success in one-to-one, small group and large group settings.
- 5.4 Candidates prepare students with hearing loss to take an active role in their IEP planning process in order to support their commitment to learning, self-motivation, self-advocacy and independence.
- 5.5 Candidates manage assistive and augmentative technology for individuals who are deaf or hard of hearing.

Standard 6

Communication

Candidates use knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the learning environment.

Supporting Explanation

Candidates understand that students with hearing loss often have communication or language delays or disorders associated with their hearing loss and may require multiple modes of communication. They teach language and communication skills, make accommodations to promote effective communication, and support the use of technology to promote learning and communication.

- 6.1 Candidates teach the use of social interaction skills, including verbal and non-verbal techniques.
- 6.2. Candidates prepare individuals with hearing loss to respond constructively to societal attitudes and actions.
- 6.3. Candidates have basic knowledge of a variety of communication systems including sign languages and oral strategies.
- 6.4. Candidates implement strategies for stimulating residual hearing.
- 6.5. Candidates gather and analyze verbal and nonverbal communication samples.

Standard 7

Planning

Candidates plan instruction based upon knowledge of subject matter, students, community and curriculum goals.

Supporting Explanation

Candidates use their knowledge of general and special curricula, learning theory, curriculum, child development, and assessed needs in planning interventions and instruction. Working with others in developing individualized plans, they adjust goals, teaching strategies and accommodations to facilitate opportunities for success for students with hearing loss in the general and expanded curricula.

- 7.1 Candidates understand the interrelationships of assessments, individualized education plan development, transition plan development, placement decisions and instruction.
- 7.2 Candidates sequence, implement, and evaluate learning objectives based on assessed needs in the expanded curriculum for individuals with hearing loss.
- 7.3 Candidates select and provide instruction for use of technologies to accomplish instructional objectives for individuals with hearing loss.
- 7.4 Candidates obtain and organize special materials to implement instructional goals for individuals with hearing loss.
- 7.5 Candidates integrate speech, sign, and auditory skills training into academic areas consistent with educational philosophy.

Standard 8

Assessment and Evaluation

Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, academic, social and physical development of the learner.

Supporting Explanation

Candidates understand the purposes, strengths, limitations and uses of various assessment approaches for making eligibility, placement, and instructional decisions for individuals with hearing loss. They administer, score, interpret and report on assessments. They work with families, general educators and others to plan and design accommodations, modifications, adaptations and

alternate assessments. They ensure that appropriate assessments are obtained that lead to functional assessments.

- 8.1 Candidates select, administer, score and interpret formal and informal assessments appropriate for students with hearing loss, including preschool learners, students with multiple disabilities, and students with learning problems across curricular domains. Candidates assess language development, auditory perception and speech.
- 8.2 Candidates understand and apply specialized terminology, ethical considerations, laws and policies related to assessment of individuals with hearing loss and work to ensure that assessments are conducted in consultation with or by individuals knowledgeable about hearing loss.
- 8.3 Candidates apply specialized policies and procedures in screening, pre-referral, referral, identification and programming for individuals with hearing loss.
- 8.4 Candidates provide appropriate accommodations, adapt formal and informal tests, and use disability-specific tests and alternative assessment techniques when needed.
- 8.5 Candidates interpret audiological tests related to diagnostic information.
- 8.6 Candidates interpret and use assessment data for instructional planning, determining instructional effectiveness, and measuring outcomes with individuals with hearing loss.

Standard 9

Reflective Practitioner

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Supporting Explanation

Candidates are guided by the profession's ethical and professional practice standards. They devote ongoing attention to legal matters along with serious professional and ethical considerations. They view themselves as lifelong learners and regularly reflect on and adjust their practice.

- 9.1 Candidates continually evaluate the effects of their attitudes and choices when addressing the varied and unique educational needs of individuals with hearing loss.

- 9.2 Candidates use the resources of organizations and publications relevant to the field of hearing.

Standard 10

Colleagues, Families, and Community

Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Supporting Explanation

Candidates understand that families, schools and communities are important contexts for teaching, learning and development. They advocate for students with hearing loss to receive the support they need to be successful in the expanded curriculum and to achieve the goals of their individual plans. They collaborate with other teachers, professionals, other students with hearing loss, families and members of the Deaf Community to ensure that students have opportunities to become valued members of the classroom, school and the larger community.

- 10.1 Candidates use strategies for assisting families and other team members in planning appropriate transitions for individuals with hearing loss.
- 10.2 Candidates access services, networks, and publications for and organizations of individuals with hearing loss and other professional organizations.
- 10.3 Candidates collaborate with school personnel, students and families in teaching students with hearing loss in the general education classroom with appropriate supports.
- 10.4 Candidates provide families with knowledge, skills and support to make choices regarding communication modes, philosophies and educational options across the lifespan.

Program Implementation Standards

1. The program of study enables teacher candidates to meet performance standards for teaching students from birth to age 21 who are deaf or hard of hearing.
2. Institutions of higher education provide candidates with a well integrated field-based component involving students at a variety of age levels who have a variety of learning abilities, including students with multiple disabilities. To the extent possible, candidates have experiences in consultant, itinerant, resource and self-contained settings. Field experiences provide opportunities for participation in programs using a

variety of communication modes. Institutions provide practicum experiences prior to the student teaching or full year internship experience. The field experiences include opportunities for the candidates to collaborate with other educational professionals.

3. In addition to the documents referenced in the special education core, institutions of higher education use the following document (as it may be amended) when designing, implementing and evaluating teacher preparation programs: Professional Standards: Deaf and Hard of Hearing. Council for Exceptional Children, 2001.
4. These licensure standards become effective for candidates seeking licensure no later than September 1, 2010. Institutions with programs in special education, hearing will submit standards for conditional approval no later than June 1, 2007.

Tennessee Teacher Licensure Standards: Special Education, School Speech-Language Teacher PreK-12 (A or B)

Date Standards Adopted or Most Recent Revision: November 3, 2006

Date Institutions Must Submit To DOE:

Date Candidates Must Meet Standards: September 1, 2007

Introduction

Individuals who seek licensure as a school speech-language teacher either A or B complete programs of study in speech-language at the bachelor's level or complete an add on endorsement program that meet the standards and guidelines approved by the state board of education. They will develop the knowledge and skills required for effective performance in the school setting. In the school, the school speech language teacher works under the direction of a school speech-language pathologist. The education and professional development of these individuals is initiated in course work, refined in field experiences, and enhanced during professional practice. School speech language teacher candidates meet the following performance standards:

Candidate Standards

Standard 1

Speech-Language Pathology Knowledge Base

Candidates understand and apply the knowledge base specific to speech-language pathology.

Supporting Explanation

- 1.1 Candidates understand and apply the history and foundations of speech-language pathology and emerging technologies.
- 1.2 Candidates understand the various roles and functions of the school speech-language teacher in relationship to the speech-language pathologist.
- 1.3 Candidates understand the normal processes of communication, including normal speech, language, communication and hearing development; phonetics; and communication across the life span.
- 1.4 Candidates understand communication disorders and apply that understanding in carrying out treatment plans.
- 1.5 Candidates understand cultural and linguistic factors that influence communication including language and culture, nonverbal communication, sign language and other manually coded systems, bilingualism and multicultural issues.

- 1.6 Candidates have technical skills in speech language disorders to implement services consistent with best practice and ethical requirements under the supervision of a speech-language pathologist.

Standard 2

Speech-Language Services in a School Setting

Candidates demonstrate knowledge and skills specific to providing speech-language services in a school setting.

Supporting explanation

- 2.1 Candidates understand the culture of the school and the role of the school speech-language teacher in the school.
- 2.2 Candidates demonstrate understanding of federal, state, and local laws and policies related to working in schools.
- 2.3 Candidates communicate effectively in oral and written form.
- 2.4 Candidates function as contributing members of collaborative teams.
- 2.5 Candidates implement speech-language treatment plans and treatment protocols in the general education classroom and other settings. They seek clarification from supervising speech-language pathologists as needed and demonstrate the use of feedback.
- 2.6 Candidates apply classroom and behavior management strategies in a variety of instructional and treatment settings.
- 2.7 Candidates relate to students in a supportive and professional manner, maintain confidentiality, and follow health and safety precautions.

Program Implementation Standards

1. The program of study enables school speech-language teachers to serve students from birth through age 21 under the direction of a Speech-Language Pathologist as part of an educational team in a school based settings and are specifically trained to supplement – not supplant – the services of a school speech language pathologist.
2. Candidates acquire the knowledge and skills required to work as a school speech-language teacher by completing a program of studies. The program may be offered at the bachelor's; and may be designed as a major in communication disorders or; the program may be offered by an institution of higher education teacher preparation unit with an approved teacher licensure program in speech-language teacher or; may be offered

as a program to earn an additional endorsement to candidates who already have a bachelor's in the teaching field. The program may be offered by a college or department of speech-language pathology or may be offered collaboratively with other college units. In designing a program of study for individual candidates, the institution of higher education assesses the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other necessary assessments. Completion of the special education core is not required of school speech-language teachers.

3. Candidates for licensure as a school speech-language teacher (A) complete a program of study specified for speech-language teacher at an institution whose program has been approved by the State Board of Education in accordance with the program approval procedures of the Board. The candidate must be recommended for licensure by the college or department of education.

Candidates for licensure as a school speech-language teacher (B) complete a bachelors level program of study in communication disorders or speech-language disorders that meets the school speech-language teacher (B) licensure standards and complete at least 100 hours of supervised clinical practice at a state approved institution of higher education. The candidate must be recommended for licensure by the college or department of speech-language pathology. Candidates will be issued the school speech-language teacher license (B).

4. All programs preparing school speech-language teachers must provide opportunities for candidates to complete a minimum of 100 clock hours of clinical experience that include appropriate experiences for learning job responsibilities and workplace practices. Clinical experiences—in which the candidate is engaged in student contact—must be supervised by a licensed speech-language pathologist who has at least two years of post licensure experience.
5. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating programs preparing school speech-language teachers: Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (2001); Guidelines for the Training, Use, and Supervision of Speech-Language Pathology Assistants, American Speech-Language-Hearing Association (2004); and other current research on speech-language issues.
6. These licensure standards become effective for candidates seeking licensure September 1, 2007. Institutions with programs preparing school speech-language teachers will submit standards for conditional approval to the Department of Education.

7. The school speech-language teacher license will become available to current bachelor's level speech-language teachers September 1, 2006. The school speech-language teacher licenses A and B will become available September 1, 2007.

**Tennessee Teacher Licensure Standards
Health and Wellness Education
(Endorsement in Health and Wellness K-12)**

Date Standards Adopted or Most Recent Revision: April 15 , 2005
Date Institutions Must Submit To DOE: September 1, 2006
Date Candidates Must Meet Standards: September 1, 2009

Introduction

The goal of health and wellness education is to improve the health and well being of students. This is accomplished through coordinated school health programs and the health and wellness curriculum in grades K-12. The performance standards provide teacher preparation program guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning health educators. Teaching health and wellness is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional teaching.

These standards support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, health education content area study, and a variety of field experiences to ensure candidates meet all of the following standards.

Content Standards:

Standard 1: Health Knowledge and Application

Candidates understand and apply the concepts of health education and promote healthy lifestyles by creating sequential developmentally appropriate learning experiences for students.

Supporting Explanation

- 1.1 Personal Health and Wellness. Candidates understand the structure and function of body systems. They convey positive personal health practices that promote wellness, including personal hygiene.
- 1.2 Nutrition. Candidates understand and communicate basic nutrition principles, including the function of basic nutrients in the body, the components of a balanced diet, and the role of nutrition and physical activity in the cause and prevention of obesity.
- 1.3 Family Life and Sexuality. Candidates understand different family structures including the roles, interrelationships, and responsibilities of family members. They convey the stages and characteristics of growth

and development during the life cycle. Candidates demonstrate a strong foundation of knowledge related to responsible sexual behavior.

- 1.4 **Mental Health.** Candidates understand and teach concepts related to mental health including the development of positive self-concept and respect for individual differences; application of problem solving and decision making skills; appropriate methods of managing stress and identification of risk factors associated with emotional problems including suicide and eating disorders.
- 1.5 **Disease Prevention and Control.** Candidates identify and describe risk factors, causes, symptoms, transmission mechanisms, treatment procedures, and methods of control and prevention of non-communicable and communicable diseases including sexually transmitted infections.
- 1.6 **Injury Prevention and Personal Safety.** Candidates use the basic concepts of safety, first aid, and cardiopulmonary resuscitation (CPR); identify and eliminate hazardous conditions; and identify proper safety procedures in the home, car, and work place. Candidates understand and teach conflict resolution techniques and methods to assist students in preventing and coping with acts of violence.
- 1.7 **Substance Use and Abuse.** Candidates describe appropriate and inappropriate uses of substances, symptoms of possible substance abuse and addiction, effects of substance abuse on personal health and fetal development, legal consequences of substance abuse, and methods of prevention and control.
- 1.8 **Environmental and Community Health.** Candidates understand and communicate the interrelationship between behavior and the environment, the effect of environmental influences on health, and the responsibility of the individual and society for environmental quality. They identify public health and community services essential to promote a healthy community.
- 1.9 **Consumer Health.** Candidates understand and teach consumer health issues—including criteria for evaluating health products, insurance, and services—and they understand the role of government and the influence of media on these issues.
- 1.10 **Personal Fitness and Related Skills.** Candidates demonstrate knowledge and skills needed to achieve and maintain a health enhancing level of personal fitness.

Standard 2: Planning and Evaluation

Candidates assess individual and community needs for health education; plan and implement effective health education programs; and evaluate the effectiveness of health education programs.

Supporting Explanation

Candidates understand that effective planning follows a needs assessment and they formulate goals and objectives based on identified health-related needs, problems, and concerns of the community. Candidates evaluate the health education program to determine its effectiveness.

Standard 3: Instructional Strategies

Candidates use a wide range of instructional methods and techniques to assist students in adopting, practicing, and maintaining healthy behaviors.

Supporting Explanation

Candidates use content specific instructional methods and materials. They select, design, and evaluate diverse health curricula and instructional aids. Candidates recognize developmental differences of learners based on age and maturity and they adapt their instruction accordingly.

Standard 4: Assessment

Candidates understand and use a variety of assessment techniques in evaluating student achievement.

Supporting Explanation

Candidates use a variety of valid and reliable assessment strategies to assess student achievement and determine the impact of their teaching on student knowledge and skills.

Standard 5: Technology

Candidates demonstrate ability to access health specific resources and information via electronic media. Candidates use technology for personal professional development and instructional purposes.

Supporting Explanation

Candidates use technology to maintain health literacy, enhance lessons and to remain current in emerging trends and data related to the rapidly changing health status of populations. They employ technology-based formats such as health-related computer software programs, the internet, computer assisted instruction, and instructional TV programming. Candidates understand the strengths and weaknesses of electronic instructional materials and media.

Standard 6: Collaboration

Candidates understand the Centers for Disease Control and Prevention's Coordinated School Health model and use the model as a guide to form school and community-based collaborative relationships.

Supporting Explanation

Candidates establish effective communication networks including the local medical community, county health councils, other community health resources, and school-based health services.

Program Implementation Standards

The program of study in health and wellness education enables teacher candidates to meet the performance standards in teaching health and wellness appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major.

1. Candidates major in health or in another major appropriate for a second teaching field.
2. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.

3. Institutions encourage candidates in health and wellness education to develop a second teaching field. If the candidate is seeking initial licensure in two teaching fields, the candidate has field experiences—either as part of course work or during student teaching or internship—in high school health and wellness education under the supervision of a mentor or cooperating teacher qualified in health education.
4. Institutions of higher education may develop programs for candidates who seek endorsement in health and wellness education if they do not have a major in health provided that they (1) develop a means for demonstrating health and wellness competence consistent with these licensure standards and (2) develop an appropriate means of supervising field experiences.
5. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in health and wellness education; Standards for Health Education Programs, developed for teacher candidates by the National Association for Sport and Physical Education and the American Association for Health Education (2001); and National Health Education Standards for Students, AAHE.
6. These standards become effective for candidates seeking licensure no later than September 1, 2009. Institutions will submit standards for conditional approval no later than September 1, 2006.

Physical Education

(Endorsement in Physical Education K-12)

Date Standards Adopted or Most Recent Revision: April 15, 2005
Date Institutions Must Submit To DOE: September 1, 2006
Date Candidates Must Meet Standards: September 1, 2009

Introduction

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The performance standards provide teacher preparation programs guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning physical education teachers. Teaching physical education is a lifelong undertaking that is initiated in college course work, refined in field and performance experiences, and enhanced during professional teaching.

The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, physical education content area study and a variety of field experiences to ensure teacher candidates meet all of the following standards.

Content Standards

Standard 1: Content Knowledge

Candidates demonstrate competency in physical education content and disciplinary concepts related to the development of a physically educated person.

Supporting Explanation

- 1.1 Candidates identify critical elements of motor skill development and combine motor skills into appropriate sequences for the purpose of improving learning.
- 1.2 Candidates demonstrate competency in a variety of physical activities including rhythmic activities; educational gymnastics; and individual, dual and team games and sports.
- 1.3 Candidates understand, model and teach concepts related to skillful movement and physical activity, incorporating injury prevention and safety, game rules and strategies, lifetime activities, and recreational pursuits.

- 1.4 Candidates describe, model and apply the concepts of health-related physical fitness, nutrition and exercise science—including anatomical, physiological, biomechanical and psychological—to motor skills and physical activity.
- 1.5 Candidates understand and explore the historical, philosophical, and sociological perspectives of physical education and the relationship of physical education to the total school program. They understand legal responsibilities when teaching physical education.
- 1.6 Candidates understand and apply principles of safety, first aid, and cardio-pulmonary resuscitation (CPR) in dealing with accidents, illnesses, and other emergency situations.

Standard 2: Growth and Development

Candidates understand how individuals learn and develop and can provide developmentally appropriate opportunities in physical education that support their physical, cognitive, social, and emotional development.

Supporting Explanation

- 2.1 Candidates understand the biological, psychological, sociological, experiential, and environmental factors—such as neurological development, physique, gender, and socio-economic status—that impact developmental readiness to learn and implement appropriate learning and practice opportunities.
- 2.2 Candidates monitor individual and group performance in order to design safe instruction that meets the developmental needs of a diverse student population.

Standard 3: Management and Motivation

Candidates use their understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Supporting Explanation

- 3.1 Candidates use managerial routines that create smoothly functioning physical education learning experiences.
- 3.2 Candidates organize, allocate, and manage resources—such as students, time, space, equipment, activities, and teacher attention—to provide safe, active, and equitable learning experiences.

- 3.3 Candidates use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of the school.
- 3.4 Candidates use strategies to help students demonstrate responsible personal and social behaviors—including mutual respect, support for others, safety, cooperation, and personal responsibility—to promote positive relationships and a productive physical education learning environment.

Standard 4: Planning and Instruction

Candidates plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards.

Supporting Explanation

- 4.1 Candidates design and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.
- 4.2 Candidates use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.
- 4.3 Candidates develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.
- 4.4 Candidates develop a repertoire of direct and indirect instructional formats to facilitate student learning—such as asking questions, posing scenarios, promoting problem solving and critical thinking, and facilitating factual recall.

Standard 5: Assessment

Supporting Explanation

Candidates understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

- 5.1 Candidates identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.
- 5.2 Candidates use a variety of appropriate authentic and traditional assessment techniques, including both student self assessment and peer assessment, to assess student understanding and performance, provide

feedback, and communicate student progress for both formative and summative purposes.

- 5.3 Candidates interpret, reflect upon and use learning and performance data to make informed curricular and instructional decisions.

Standard 6: Reflection, Professional Development and Leadership

Candidates pursue lifelong learning through reflective practice, research, professional development and physical activity.

Supporting Explanation

Candidates observe their peers teaching, participate in workshops and conferences, participate in healthful physical activity, read related literature, and participate in professional organizations. They help their school and community develop an appropriate vision and commitment to providing high quality physical education for all students. Candidates establish and maintain a relationship with the physical education community and continue their own activity as part of their professional development.

Program Implementation Standards

1. The program of study in physical education enables teacher candidates to meet the performance standards in teaching physical education appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major in physical education.
2. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
3. Candidates have field experiences (not necessarily student teaching or internship) in elementary, middle and secondary grade levels.

4. Candidates have internship or student teaching experiences involving students in both elementary grades (K-4) and middle/secondary grades (5-12).
5. Candidates have internship or student teaching experiences under the supervision of a qualified physical education mentor or cooperating teacher and candidates are supervised by an appropriate higher education faculty member. In some cases, the candidate may move from school to school to follow a teacher who may be assigned to different schools.
6. Institutions encourage candidates in physical education to develop a second teaching field.
7. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in physical education; Standards for Initial Programs in Physical Education, developed by the National Association for Sport and Physical Education (2001); and Moving into the Future: National Standards for Physical Education, NASPE (2004).
8. These standards become effective for candidates seeking licensure no later than September 1, 2009. Institutions will submit standards for conditional approval no later than September 1, 2006.

**Tennessee Teacher Licensure Standards:
Health Science Education Licensure
(Endorsement in Health Science Education 9-12)**

Date Standards Adopted or Most Recent Revision: July 27, 2012
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: Current

Health science education is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional practice. The course work and related field and laboratory experiences will provide the prospective teacher the knowledge and skills to accomplish the following:

- I. Health Care Core
 - A. Academic Foundation. Apply knowledge of language arts, social studies, mathematics, and life sciences to health care.
 - B. Communication. Use effective methods of verbal and nonverbal communication and be aware of multicultural and multilingual needs.
 - C. Systems. Understand the range of services offered by health care providers and how the key systems affect the quality of care given.
 - D. Employability Skills. Demonstrate effective employment skills to solve problems and make decisions while adapting to changing situations.
 - E. Legal Responsibilities. Understand legal responsibilities and operate within the scope of practice.
 - F. Ethics. Adhere to the accepted code of ethics of the profession.
 - G. Safety Practices. Distinguish potential or existing hazards and apply standard precautions to prevent injury and illness to self and others.
 - H. Teamwork. Interact effectively with all members of the health care team.

- II. Therapeutic and Diagnostic Core

- A. Health Maintenance Practices. Promote health maintenance practices and disease prevention strategies.
- B. Monitoring Client Status. Assess client health status and report results.
- C. Client Movement. Apply the principles of body mechanics for client and equipment transport.

III. Therapeutics

- A. Data Collection. Use protocols and guidelines in collecting and reporting client data.
- B. Treatment Planning. Use data for the purpose of treatment planning.
- C. Implementing Procedures. Execute procedures accurately, supporting the treatment team.
- D. Client Status Evaluation. Evaluate client status to reach treatment goals.

IV. Diagnostics

- A. Planning. Interpret requests for procedures and plan for implementation.
- B. Preparation. Prepare supplies, equipment, and clients for procedures and maintain equipment according to protocol.
- C. Procedure. Know the logic and sequence and perform the procedure creating precise and accurate products.
- D. Evaluation. Evaluate the procedure and its product and follow quality assurance protocols.
- E. Reporting. Produce precise, accurate, and timely reports using appropriate communication channels.

V. Information Services

- A. Analysis. Verify and analyze client information to prepare reports using knowledge of external agencies.
- B. Abstracting and Coding. Interpret medical records and convert narrative information into a statistical data base.
- C. Information Systems. Design and educate the health care team to the use of new and revised systems and processes.
- D. Documentation. Obtain, record, and retrieve client information focusing on accuracy and completeness and following legal guidelines.
- E. Operations. Use health information equipment and materials safely and efficiently in daily operations.

VI. Environmental Services

- A. Environmental Operations. Demonstrate adherence to the job description while performing tasks safely and following internal and external guidelines.
- B. Aseptic Procedure. Maintain an aseptic environment using standard precautions of work practice controls.
- C. Resource Management. Employ careful use of available resources to make timely and cost effective decisions.
- D. Aesthetics. Organize and maintain an aesthetically appealing and healthy environment.

Program Implementation Standards

- I. The health science teacher will develop the knowledge and skills specified in professional education and health science education.
- II. Knowledge and skills in the professional education core are common to all teaching areas; the application of the knowledge and skills to specific teaching areas will be embedded in the course work and related field experiences.
- III. The health science teacher must hold an associate or higher degree that is related to their health care license. The license, registration or

certification must be in an allied health occupation, or as a registered nurse, or in an appropriate medical profession in Tennessee that can be verified by TN Department of Health Licensure or a national license accreditation agency. (EX: Radiological Technologist, Nuclear Medicine, etc.)

- IV. Applicant shall have completed one year of full-time or part-time successful employment within the past five years in a related health occupation in a health care clinical setting having a current active health care license. (EX: hospital, long-term care facility, rehabilitation or athletic training facility, dental or medical office, home health, day surgery center, etc.)
- V. The knowledge and skills related to professional education will be incorporated into a program of study not to exceed 18 semester hours and may be offered by a college or department of education and other units working collaboratively. Institutions of higher education are encouraged to develop appropriate course work using distance learning to reach prospective teachers across the state. In designing a program of study for the individual candidates, the institution will assess the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other tests or additional assessments of knowledge and skills. Teachers must complete six semester hours prior to their second year of teaching.
- VI. Academic advisement concerning teaching as a career and the appropriate course selection for prospective teachers will be readily available.
- VII. Prior to beginning teaching, the health science teacher will attend a three-day seminar sponsored by the Department of Education on curriculum and teaching strategies.
- VIII. In addition to the course work taken by the health science teacher, the following should be provided for each newly hired health science teacher:
 - A. Two all day seminars planned by state consultants for new teachers to discuss knowledges and skills necessary for the first year of teaching.
 - B. Four days of released time for new teachers to allow them to visit and observe experienced health science teachers and their programs during the first year of teaching.

- C. The assignment of a teacher mentor to each new teacher by the local school system during the first year of teaching.
 - D. Assistance by a health science teacher in planning, organizing, and advising Health Occupations Students of America as an integral part of the instructional program.
- IX. These licensure standards are derived from the Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); National Health Care Skill Standards, Far West Laboratory (1995); Tennessee Framework for Evaluation and Professional Growth (State Model for Local Evaluation, 1997); Health Science Curriculum Framework, Grades 9-12, Tennessee (1998); and Tennessee School-to-Career System, Executive Summary (1996). Institutions of higher education are expected to consider these documents (as they may be amended) when designing teacher preparation programs.
- X. The licensure standards become effective no later than July 27, 2012.

**Tennessee Teacher Licensure Standards:
Trade & Industrial Education Licensure
(Endorsement in Trade & Industrial Education 9-12)**

Date Standards Adopted or Most Recent Revision: July 27, 2012

Date Institutions Must Submit To DOE: Current

Date Candidates Must Meet Standards: July 27, 2012

Trade and industrial education is a lifelong undertaking that is initiated in occupational experience and formal post-secondary education and enhanced during professional practice as a teacher. Training for licensure and subsequent professional development of trade and industrial education teachers should be a continuous process.

By the time a teacher is ready to gain professional licensure, the teacher will reach the professional studies portion of the Instructional Standards of Quality as adopted by the National Association of Industrial and Technical Teacher Educators (NAITTE). These standards, attained through a combination of programs in professional education, other post secondary education programs, occupational experience, teaching experience, and professional development opportunities, will provide the prospective teacher the knowledge and skills to accomplish the following NAITTE standards:

I. Instruction

Help all students become thinking, active worker-citizens by providing them with opportunities to observe, actively encounter and engage in, create, and experience meaningful learning.

II. Curriculum

Develop a course of study that helps prepare students for active participation as citizens and workers in a postindustrial society.

III. Special Populations of Students

Adapt instructional strategies and assessment procedures to accommodate students with special needs, including persons with disabilities, students with academic or economic disadvantages, limited English proficient and other ethnic minority persons, displaced homemakers, incarcerated persons, and other nontraditional students, including gifted and talented individuals.

IV. Laboratory Organization and Management Standard

Organize and manage laboratories to ensure that students are provided with an occupationally relevant, stimulating, and safe learning environment.

V. Linkages with Stakeholder Groups

Establish and maintain working relationships with appropriate stakeholder groups.

VI. Projection of a Positive Public Status and Image

Implement a systematic program that will demonstrate professional competence and the positive value of the program to school and community.

Program Implementation Standards

- I. The trade and industrial education teacher will develop the knowledge and skills specified in professional education and trade and industrial education.
- II. Knowledge and skills in the professional education core are common to all teaching areas; the application of the knowledge and skills to specific teaching areas will be embedded in the course work and related field experiences.
- III. The trade and industrial education teacher will be a high school graduate or the equivalent, as determined by the General Education Development (GED) test. The teacher will also hold and maintain a current industry certification, where available, in the specific teaching area.
- IV. The trade and industrial education teacher will have a minimum of five years appropriate and current work experience in the field for which application is made. A combination of technical training at the post secondary level, industry certification, or state licensure in a specific skill area may be substituted for work experience consistent with State Board of Education requirements. In the case of Criminal Justice, a master's degree or higher may be substituted for the work experience.
- V. The knowledge and skills related to professional education will be incorporated into a program of study not to exceed 18 semester hours and may be offered by a college or department of education and other units working collaboratively. Institutions of higher education are encouraged to develop appropriate course work using distance learning

to reach prospective teachers across the state. In designing a program of study for the individual candidates, the institution will assess the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other tests or additional assessments of knowledge and skills. Institutions of higher education may admit prospective teachers as special students or non-degree students consistent with their own requirements. Teachers must complete six semester hours prior to their second year of teaching.

- VI. Academic advisement concerning teaching as a career and the appropriate course selection for prospective teachers will be readily available.
- VII. Prior to beginning teaching, the trade and industrial education teacher will attend a three-day seminar sponsored by the Department of Education on curriculum and teaching strategies. The trade and industrial teacher will also attend a three-day seminar sponsored by the Department of Education prior to the second year of teaching and prior to the third year of teaching.
- VIII. In addition to the course work taken by the trade and industrial education teacher, the following shall be provided for each newly hired trade and industrial education teacher:
 - A. State consultants shall provide two all day seminars for new teachers to discuss knowledges and skills necessary for the first year of teaching.
 - B. School systems shall provide four days of released time for new teachers to allow them to visit and observe experienced trade and industrial education teachers and their programs during the first year of teaching.
 - C. School systems shall assign a trained teacher mentor to each new teacher during the first year of teaching.
 - D. Higher education faculty shall provide for observation of the new teacher in conjunction with course work.
 - E. The Department of Education and school systems shall provide assistance by a trade and industrial education teacher in planning, organizing, and advising SkillsUSA-VICA as an integral part of the instructional program.

- IX. These licensure standards are derived from the Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Standards of Quality for the Preparation of Trade and Industrial Education Teachers, National Association of Industrial and Technical Teacher Educators (1998); Tennessee Framework for Evaluation and Professional Growth (State Model for Local Evaluation, 1997); and Tennessee School-to-Career System, Executive Summary (1996). Institutions of higher education are expected to consider these documents (as they may be amended) when designing teacher preparation programs.
- X. The licensure standards become effective no later than July 27, 2012.

Tennessee Teacher Licensure Standards: English As A Second Language PreK-12

Date Standards Adopted or Most Recent Revision: October 29, 2010

Date Institutions Must Submit To DOE: September 1, 2013

Date Candidates Must Meet Standards: September 1, 2014

A teacher of English as a second language works with students, teachers and others in varied educational settings to assist students of non-English language background in the learning of English and successful transition into the regular school curriculum.

Prospective teachers of English as a second language will complete studies in teaching English as a second language. The education and professional development of the teacher is initiated in a course work, refined in field experiences and enhanced during professional practice. English as a second language preparation programs will provide the prospective candidate with the knowledge and skills to develop competencies in the following domains: Language, Culture, Instruction, Assessment, and Professionalism.

Candidate Content Standards

Standard 1: Language

Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to support ESL students' language and literacy development and content area achievement. Issues of language structure and language acquisition development are inter-related.

Standard Elements

1.1 Knowledge of linguistics enabling the teacher to apply understanding of the differences in the sound systems, forms, structures, and lexicon of English and other languages

1.2 Knowledge of the cultural, psycholinguistic and sociolinguistic variables that affect second language learning and the ability to apply that knowledge in the classroom

1.3 Knowledge of the similarities and differences between first and second language acquisition and ability to apply that knowledge in the classroom

Standard 2: Culture

Candidates need knowledge of the cultural richness students bring to the ESL classroom. At the same time, students with limited formal schooling may not understand and assimilate easily into the American school culture. This needs to be shared with the content teachers for English language learners. The candidate must also work with intra and inter group differences and aid the students in the cross-cultural conflicts. Classrooms should be designed to showcase diversity.

Standard Elements

2.1 Knowledge of the impact of culture on non-English language background students' perceptions, learning and communication styles, needs, expectations, and rate of second language acquisition

2.2. Knowledge of the particular aspects of American culture and traditions that must be understood and used correctly by non-English language background students for successful acculturation

2.3 Appreciation of cultural diversity and the ability to communicate in varied cultural situations to enable students to reach their educational objectives

Standard 3: Instruction

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are skilled in using a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources.

Standard Elements

3.1 Knowledge of various English as a second language methods, approaches, strategies, and best practices to facilitate non-English language background students' learning of reading, writing, speaking and listening in English and for accessing the core curriculum

3.2 Ability to apply multiple approaches with learners of varied ages, stages of development, learning styles, and cultures and in varied learning

3.3 Ability to analyze, select and modify curriculum and materials to facilitate students' successful transition into the regular curriculum

3.4 Knowledge of a wide range of standards-based materials, resources, and technologies, and choose adapt, and use them in effective ESL and content teaching

Standard 4: Assessment

Candidates understand issues and concepts of formative and summative assessment and use standards-based procedures with ESL students. Candidates are expected to understand accommodations and the resources available to determine accommodations that are best for the student

Standard Elements

4.1 Ability to assess, select, administer, interpret and communicate the results of formal and informal language and academic assessments

4.2 Awareness of the importance of using varied sources to distinguish developmental stages of language acquisition from other special needs

4.3 Understand various issues of assessment (e.g., cultural and linguistic, bias; political, social, and psychological factors; native language assessments; IQ and special education testing); the importance of standards; and the difference between language proficiency and other types of assessment as they affect ELLs.

4.4 Knowledge of the required methods of identifying, placing and monitoring, and exiting of non-English language background students

4.5 Knowledge and application of a variety of performance-based assessment tools and techniques to inform instruction

Standard 5: Professionalism

Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates demonstrate knowledge of the history of ESL teaching. Candidates use

such information to reflect upon and improve their instruction and assessment practices.

Standard Elements

5.1 Knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning

5.2 Ability to communicate, collaborate, and consult with students, teachers, parents, staff, administrators, and other service providers regarding the social and academic integration of non-English language background students

5.3 Knowledge of current state and federal requirements affecting the provision of services to non-English language background students

5.4 Participate in professional growth opportunities and professional organizations and demonstrate the ability to serve as professional resources, advocate for EL students, and build partnerships with colleagues and students' families

Program Implementation Standards

1. Candidates for licensure with endorsement as a teacher of English as a second language will complete an approved program of studies in English as a second language roughly equivalent to a minor at either the undergraduate or graduate level.
2. Candidates for the English as a second language endorsement through an initial teacher preparation program will have had the experience of learning a world language equivalent to at least six semester hours of college level study. This experience may include, but is not be limited to: completion of intensive language training by the Peace Corps, passing the Praxis II subject assessment in a second language, or a world language teaching credential from Tennessee or another state. Candidates for additional endorsement only, who have already achieved initial licensure in another teaching area(s), will not be required to meet this requirement.

3. A candidate may seek licensure as a teacher of English as a second language as an area of initial (first) endorsement or additional endorsement.
4. Candidates for initial endorsement will have acquired a baccalaureate degree and will acquire the knowledge and skills specified for the professional education core and English as a second language. They will complete an enhanced student teaching semester or full-year internship which will include experiences in English as a second language settings at both the PreK–6 and 7-12 grade levels.
5. Field experiences and clinical practice (enhanced student teaching or internship) are integral components of the preparation program. They are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
6. Candidates for additional endorsement will acquire the knowledge and skills specified for English as a second language. They will complete a practicum of at least 30 clock hours in English as a second language settings; the practicum will include experiences in both the PreK-6 and 7-12 grade levels. Appropriately supervised teaching experience at the PreK-12 level in English as a second language of at least one semester may be substituted for the practicum.
7. Teachers of English as a second language will be prepared to serve schools with grades pre-kindergarten through twelve. Preparation programs will have identifiable aspects at both the PreK-6 and 7-12 grade levels.
8. Supervision of the practicum, student teaching, and internship may be addressed by collaborative arrangements among institutions with English as a second language programs, other institutions with teacher preparation programs, and school systems.

9. Because candidates in this field come from diverse educational and cultural backgrounds, institutions of higher education will use multiple methods of assessment in determining the candidate's prior knowledge and needed course work and/or field experience.
10. The new licensure standards become effective no later than September 1, 2014. Teachers of English as a second language who are endorsed under existing standards prior to this date will be considered appropriately endorsed, and may continue to serve as teachers of English as a second language.

Tennessee Licensure Standards Reading Specialist PreK-12

Date Standards Adopted or Most Recent Revision: October 23, 2002
Date Institutions Must Submit To DOE: June 1, 2003
Date Candidates Must Meet Standards: September 1, 2005

Introduction

Candidates for licensure as a reading specialist complete advanced studies in reading and leadership, enabling them to fulfill multiple responsibilities ensuring that all students learn to read. The reading specialist has a comprehensive understanding of the Tennessee *Reading Standards* for teachers and the Tennessee *Curriculum Standards in Reading, Writing and Elements of Language* for students.

Reading specialists assume multiple roles, depending on the needs of students and teachers, and provide services at all grade levels—pre-kindergarten, elementary, middle grades, and high school. They support classroom instruction by planning and collaborating with teachers, modeling effective reading and literacy instruction in classrooms, demonstrating multiple teaching and assessment strategies, and providing specialized support to students to supplement and extend classroom instruction.

They assist teachers in using multiple techniques to diagnose and evaluate the reading strengths and needs of students and they provide information to classroom teachers, special educators, other professionals, and parents in order to plan collaboratively an appropriate reading program.

Reading specialists provide leadership in developing the literacy program and the curriculum. They deliver professional development and they mentor teachers and paraprofessionals in literacy. They help identify students at risk of referral to special education due mainly to difficulty in learning to read. Reading specialists assist teachers with integration of reading strategies across content areas. They provide resources to teachers, administrators and parents and communicate the purposes of the reading and writing program to policy makers and the community.

Teaching reading is a lifelong undertaking that is initiated in college course work, refined in field experiences and enhanced during professional practice and inquiry. The course work and related field experiences in reading specialist preparation programs enable the candidate to meet the following performance standards.

Candidate Standards

Knowledge Base and Beliefs about Reading

Standard 1. Theoretical Base. Candidates demonstrate an understanding of theories underlying the reading process and the teaching of reading.

Supporting Explanation

Candidates demonstrate an understanding of the major theories of language development, cognition, and learning. They demonstrate an understanding of reading as a complex process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written text, and the context of the reading situation. Candidates understand the impact of physical, perceptual, emotional, social, cultural, linguistic, and environmental factors in the reading process and the implications each factor has on reading.

Standard 2. Knowledge Base. Candidates demonstrate an understanding of the written language as a symbolic system and the interrelation of reading and writing, and listening and speaking.

Supporting Explanation

Candidates demonstrate an understanding of the principles of language acquisition and of emergent literacy and the experiences that support them. They apply understanding of pragmatic, semantic, syntactic, morphemic, phonemic, and graphemic systems of language to the reading and writing process. They apply knowledge about research-based teaching practices that enable all students to become proficient and motivated readers, writers, speakers and listeners. They understand how school practices, such as grouping procedures, school curriculum and assessments, influence student learning and they align goals, instruction and assessment.

Standard 3. Individual Differences. Candidates demonstrate an understanding of how literacy development differs from learner to learner.

Supporting Explanation

Candidates understand the developmental nature of language and literacy and the relationship between early literacy experiences and successful beginning reading. They identify the influences of family and peers as well as ethnic, socioeconomic, and cultural factors on reading development. They create instruction to address the strengths and needs of individual learners, respecting the cultural, linguistic and ethnic diversity of the learners. They demonstrate knowledge of federal, state and local programs designed to help students with reading and writing problems, including students with

disabilities and English language learners, and collaborate with colleagues to ensure that all students learn to read.

Standard 4. Reading Difficulties. Candidates use knowledge of the multiple factors associated with reading and writing difficulties to assess capabilities and reading difficulties of individual learners and create appropriate learning experiences.

Supporting Explanation

Candidates design, implement and evaluate individualized and group instruction to assist students who are having difficulty learning to read. They use knowledge of the instructional implications of research in reading and literacy, as well as other related fields such as special education and psychology, in designing experiences for students experiencing difficulties in reading.

Instruction and Assessment

Standard 5. Literacy Environment. Candidates create an environment that fosters interest and growth in all aspects of literacy.

Supporting Explanation

Candidates provide opportunities for learners to select from a variety of written materials, using texts and trade books to stimulate interest, promote reading growth, and increase the motivation for learners to read widely and independently for pleasure and for information. They promote the integration of language arts in all content areas and use technologies to support reading. They include opportunities for children to hear literature read aloud and they implement effective strategies to include parents as partners in the literacy development of their children.

Standard 6. Word Identification, Vocabulary, and Spelling. Candidates teach word identification strategies, assist students in building their vocabularies, and guide students in refining their spelling.

Supporting Explanation

Candidates use phonics to help students learn and apply knowledge of letter/sound correspondences in reading and spelling. They assist students in learning to use all language systems to identify and define unfamiliar words in the construction of meaning. They assist students in using context to define unfamiliar words. Candidates employ effective techniques to integrate all language arts in assisting students in expanding their vocabularies and teach students to monitor their own word identification.

Standard 7. Comprehension. Candidates provide explicit instruction and model multiple comprehension strategies.

Supporting Explanation

Candidates use comprehension strategies that promote higher order thinking including questioning, predicting outcomes, summarizing, clarifying, and describing main idea. They assist students in connecting new information with prior knowledge. They expose students to a variety of genres and ensure that students gain understanding of the importance of conventions of standard written English. Candidates use a variety of content literacy standards; they integrate reading in the subject matter areas to improve students' reading comprehension, communication and study skills. They teach students to monitor their own comprehension.

Standard 8. Study Strategies. Candidates teach students a variety of study strategies to strengthen reading comprehension.

Supporting Explanation

Candidates provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources. They teach effective time management strategies and teach students to vary their reading rate according to the purposes and difficulty of the material. They teach students to organize, synthesize, apply, and remember information and teach test taking strategies.

Standard 9. Writing. Candidates emphasize the interrelationship between reading and writing.

Supporting Explanation

Candidates teach students planning strategies appropriate to various kinds of writing. They teach the writing process: drafting, revising, and editing. They teach students the conventions of standard written English needed to edit their writing.

Standard 10. Assessment. Candidates use a variety of evaluation tools and techniques and provide ongoing assessment to diagnose individual learner strengths and needs, recommend effective strategies, make decisions about instruction, advise classroom teachers, parents and students, and make referrals to other professionals.

Supporting Explanation

Candidates administer and use information from norm-referenced tests, criterion-referenced tests, curriculum based-assessments, formal and informal inventories, constructed response assessments, portfolios, student self-evaluations, work samples with rubrics, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and

learning. Candidates recognize and identify various types of reading difficulties, implement continuous assessment procedures, and recommend and implement appropriate instruction. Candidates show learner growth and development to students, teachers, administrators, and parents through data from such indicators and teach learners to assess their own literacy development.

Organizing and Enhancing a Reading Program

Standard 11. Communicating Information. Candidates communicate information about reading to students, professionals, paraprofessionals, administrators, policy makers, and the community and elicit their assistance.

Supporting Explanation

Candidates communicate with colleagues and paraprofessionals in assessing student achievement and planning instruction and with students about ways to improve their reading. They involve parents in a meaningful way in supporting their students' reading and writing. They communicate information about literacy and data and interpret research findings to colleagues and the wider community.

Standard 12. Curriculum Development. Candidates initiate and participate in ongoing curriculum development and evaluation.

Supporting Explanation

Candidates plan and implement literacy programs to help students, including those supported by federal, state and local funding, and adapt instruction to meet the needs of diverse learners. They help develop individual educational plans for students with severe learning problems related to reading. Candidates select and evaluate instructional materials, including those that are technology based, and coordinate and support needs assessment, program development, budgeting, evaluation, and grant and proposal writing. They use multiple indicators to determine the effectiveness of the literacy program.

Standard 13. Professional Development. Candidates participate in, initiate, implement and evaluate professional development programs in the schools.

Supporting Explanation

Candidates provide professional growth and development experiences that are research based and take into account school resources. They do this in various ways, including modeling good reading instruction in regular classrooms and supporting teachers in managing classes and small groups. Candidates evaluate the effectiveness of professional development.

Standard 14. Research. Candidates apply research to improve the literacy program.

Supporting Explanation

Candidates use research to develop curriculum and professional development and to assist colleagues. They conduct research using a range of methodologies and promote teacher- and classroom-based research.

Standard 15. Supervision of Paraprofessionals. Candidates assist paraprofessionals in meeting students' needs.

Supporting Explanation

Candidates provide professional development for paraprofessionals, observe and evaluate them, and provide feedback and support.

Standard 16. Professionalism. Candidates continually pursue knowledge of literacy and use that knowledge to assess and adapt their practices.

Supporting Explanation

Candidates reflect on their own practice, evaluating their programs and instruction based on student learning and make appropriate adjustments. They interact with teachers, teacher educators, professional organizations and researchers to improve their knowledge of reading and the school's progress in reading. Candidates work collaboratively with their colleagues through regular conversations and consultations about learners, assessment and instruction. They interact with teachers, teacher educators, professional organizations and researchers to improve their own knowledge of reading and to improve the school program.

Program Implementation Standards

1. Reading specialist programs provide prospective reading specialists with a focused study of reading appropriate to grades pre-kindergarten through twelve.
2. Preparation programs must be consistent with the standards of the International Reading Association (IRA), upon which the Tennessee standards are based, although institutions are not required to submit their standards to the IRA for review. Programs prepare prospective reading specialists at the graduate level.
3. Candidates for the reading specialist endorsement must have at least three years of successful experience as a licensed teacher.

4. Preparation programs provide prospective teachers with opportunities to develop their expertise through a coherent set of experiences in varied settings with diverse learners. Practicum experiences assist candidates in developing the knowledge, skills and dispositions necessary to help all students learn to read competently and to collaborate effectively with colleagues.
5. Institutions use the following documents (as they may be amended) and other sources of information when planning, implementing and evaluating reading specialist programs:
 - International Reading Association. 1998. Standards for Reading Professionals.
 - Interstate New Teacher Assessment and Support Consortium. 1992. Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue.
 - National Association for the Education of Young Children. 1994. Early Childhood Education Standards.
 - National Council on Accreditation of Teacher Education. 2000. Program Standards for Elementary Teacher Preparation.
 - National Council of Teachers of English and the International Reading Association. 1996. Standards for the English Language Arts.
 - Tennessee State Board of Education. 2001. *Reading Standards to be Integrated into Licensure Standards, PreK-4, K-8, and 5-8*. www.state.tn.us/sbe.
 - Tennessee State Board of Education. 2001. *Tennessee Curriculum Standards in Reading, Writing and Elements of Language*. www.state.tn.us/education.
 - Tennessee State Board of Education. 1997. *Tennessee Framework for Evaluation and Professional Growth*. www.state.tn.us/education.

In addition, the following recent syntheses and compendia of research are recommended:

- Alverman, D.E. 2001. Effective Literacy Instruction for Adolescents. Executive Summary and Paper Commissioned by the National Reading Conference. www.ncr.oakland.edu.

- Billmeyer, R., Barton, M.L. (date). Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd. ed. Mid-continent Regional Educational Laboratory.
 - Bowman, B.T., Donovan M.S., Burns, M.S., Eds. 2001. Eager to Learn: Educating Our Preschoolers. National Research Council. National Academy Press.
 - Burns, M.S., Griffin, P., Snow, C.E., Eds. 1999. Starting Out Right. A Guide to Promoting Children's Reading Success. National Academy Press.
 - Kamil, M., Mosenthal, P., Pearson, P.D., and Barr, R., Eds. 2000. Handbook of Reading Research, Vol. III.
 - Learning First Alliance. 1998. Every Child Reading: An Action Plan. A Learning First Alliance Action Paper. www.learningfirst.org/readingaction.html.
 - Moore, D.W., Bean, T., Birdyshaw, D., Rycik, J. 1999. Adolescent Literacy: A Position Statement. International Reading Association, Newark, DE.
 - National Reading Panel. 2000. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.
 - Peterson, C., Caverly, D., Nicholson, S., O'Neal, S., Cusenbary, S. (date). Building Reading Proficiency at the Secondary Level: A Guide to the Resources. www.sedl.org.
 - Quatroche, D.J., Bean, R.M., Hamilton, R.L. 2001. The Role of the Reading Specialist: A Review of Research. The Reading Teacher, Vol. 55, No. 3.
 - Snow, C.E., Burns, M.S., Griffin, P., Eds. 1999. Preventing Reading Difficulties in Young Children. National Research Council.
6. These licensure standards become effective for candidates seeking licensure as a reading specialist no later than September 1, 2005. Institutions with programs leading to licensure as a reading specialist will submit standards for conditional approval no later than June 1, 2003.

Tennessee Teacher Licensure Standards: Library Information Specialist PreK-12

Date Standards Adopted or Most Recent Revision: 1994
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: September 1, 2000

Introduction

A school library information specialist works with teachers and students in organizing knowledge and accessing information. This role requires communication skills, professional knowledge of teaching and learning, understanding and use of technology, ability to manage and organize resources, and knowledge of books, media, and instructional materials basic to effective library programs. In order to implement these licensure standards, an expansion of distance learning opportunities will be required.

Prospective school library information specialists will complete studies in library science. The education and professional development of a school library information specialist is initiated in course work, refined in field experiences, and enhanced during professional practice. School library information specialist preparation programs will provide the prospective candidate with the knowledge and skills to develop the following:

- I. Professionalism and Communication
 - A. Ability to communicate effectively with students, faculty, parents, and other colleagues individually and in groups to determine needs and to provide guidance in the selection and use of reading, viewing, and listening materials and electronic media for both pleasure and research.
 - B. Ability to provide staff development and activities for teachers in the use of library and media resources.
 - C. Ability to demonstrate a commitment to personal and professional growth by participating in local, state, and national professional organizations.
 - D. Knowledge of a variety of cultural and philosophical viewpoints and the responsibility of the library information specialist to provide information and materials to reflect this variety.
- II. Instructional Leadership
 - A. Ability to collaborate with teachers on curriculum development and instructional design of lessons, units, and activities.

- B. Understanding of student development and ability to use teaching strategies to meet the needs of diverse learners.
- C. Ability to identify and select resources appropriate to areas of the curriculum and various client groups.
- D. Ability to convey research skills and strategies, including the evaluation and analysis of information, to students and teachers.
- E. Understanding of traditional and non-traditional research tools and the ability to use technology for research and information retrieval, and to instruct teachers and students on the use of electronic resources.
- F. Ability to convey the importance of preparing one's self to become a life long learner and to provide students with the skills necessary for this endeavor.

III. Collection Management and Organization

- A. Knowledge of books, media, and instructional material appropriate for children and young adults.
- B. Ability to develop, implement, and revise resource selection policies and procedures that reflect the school's goals and objectives.
- C. Ability to plan collection development, library instruction, and library schedule to accommodate the needs of the instructional program.
- D. Ability to create an organized, accessible environment that facilitates access and stimulates use of library resources and is conducive to student learning.
- E. Ability to manage a budget, conduct an inventory, develop the collection, and provide statistical analysis of circulation in a library.
- F. Ability to evaluate both internal holdings and external resources in order to select appropriate resources to meet the needs of students and faculty.
- G. Knowledge of community and global resources which supplement library services.

IV. Administration

- A. Ability to develop and implement short and long range goals for a library program.
- B. Ability to manage other library personnel.
- C. Ability to develop and administer the programs and processes of the library.
- D. Understanding of computer applications for both instructional and administrative purposes and ability to use library networks effectively.

Guidelines

- I. Candidates for licensure with endorsement as a school library information specialist will complete a graduate program leading to a master's degree with a major in library information science. Candidates who already hold a master's degree will complete an approved course of study at the graduate level meeting the appropriate knowledge and skills for a school library information specialist.
- II. A candidate may seek licensure as a school library information specialist as an area of initial (first) endorsement or additional endorsement.
- III. Field experiences and clinical practice (enhanced student teaching or internship) are integral components of the preparation program. They are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
- IV. Candidates for initial endorsement will acquire knowledge and skills specified for the professional education core (including instructional technology) and library information specialist. They will complete an enhanced student teaching semester or full-year internship experience in school library settings at both the PreK-6 and 7-12 grade levels. Candidates must have opportunities to observe regular classrooms as part of their preparation program field experience.

- V. Candidates for additional endorsement will acquire the knowledge and skills specified for the school library information specialist and instructional technology in the professional education core. They will complete a practicum of at least 200 clock hours in a school library setting.
- VI. Library information specialists will be prepared to serve schools with grades preK-12. Preparation programs will have identifiable aspects at both the PreK-6 and 7-12 grade levels.
- VII. Supervision of the practicum, student teaching, and internship may be addressed by collaborative arrangements among institutions with school library information specialist programs, institutions with teacher preparation programs, and school systems.
- VIII. The new licensure standards become effective no later than September 1, 2000. Library media specialists who are endorsed under existing standards prior to this date will be considered appropriately endorsed, and may continue to serve as library media specialists.

Tennessee Teacher Licensure Standards: Gifted Education (Endorsement in Gifted PreK-12)

Date Standards Adopted or Most Recent Revision: October 22, 2004
Date Institutions Must Submit To DOE: September 1, 2006
Date Candidates Must Meet Standards: September 1, 2009

Introduction

Tennessee encourages teachers to gain specialized training in gifted education. General education teachers and special education teachers who earn an endorsement in gifted education are better able to provide differentiated content and strategies that match identified student needs. They teach gifted students, model teaching for other teachers, and coach colleagues in the use of appropriate instructional methods and accommodations. They collaborate with families and others in the assessment and educational planning for gifted students.

Professional studies culminating in a gifted endorsement prepare teachers to meet the needs of gifted students, including students at risk, students with disabilities, English language learners, economically disadvantaged students, highly mobile students, and students from different racial and ethnic backgrounds. The course work and related field and laboratory experiences enable the candidate to meet the following performance standards:

Standard 1

Discipline Taught. Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student excellence in the subject matter.

Supporting Explanation

Candidates demonstrate an understanding of the primary concepts and ways of knowing in the general curriculum related to their instructional responsibilities. They also demonstrate an understanding of models, theories, and philosophies that form the basis of gifted education.

- 1.1 Candidates understand the laws, policies, issues, and trends related to gifted education.
- 1.2 Candidates understand issues of definition and identification of gifted students, including those from culturally and linguistically diverse backgrounds and those with disabilities.
- 1.3 Candidates understand the models of service delivery, theories, and philosophies that form the basis for gifted education.

Standard 2

Student Learning and Development. Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

Supporting Explanation

Candidates understand that all individuals have both universal and unique patterns of learning and development. They have knowledge of typical and atypical growth and development including asynchronous development. Candidates recognize similarities and differences both among gifted students and between gifted and other students. They use this knowledge to optimize learning opportunities for each student.

- 2.1 Candidates understand the cognitive and affective characteristics of gifted students in intellectual, academic, creative, leadership, and artistic domains.
- 2.2 Candidates understand the concomitant effects of giftedness, their impact on student development and well-being, and appropriate corrective interventions.

Standard 3

Diverse Learners. Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Supporting Explanation

Candidates recognize that gifted students come from a variety of cultures, languages, ethnicities, and socioeconomic classes, exhibit a variety of learning styles, and may experience multiple exceptionalities. Candidates seek to understand how primary language, culture, family background, learning styles, and exceptionalities may interact with students' giftedness and impact students' approaches to learning.

- 3.1 Candidates understand differing learning styles of gifted students, including those from diverse backgrounds, and use multiple strategies to address these styles.
- 3.2 Candidates understand the impact of culture, language, and multiple exceptionalities on the identification and learning needs of gifted students.

Standard 4

Teaching Strategies. Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

Supporting Explanation

Candidates understand and use a variety of instructional strategies, methods, and materials. They select, adapt, and use these according to the individual characteristics and needs of gifted students.

- 4.1 Candidates keep abreast of research-based instructional practices, and understand and use a range of strategies and placements that reflect best practice.
- 4.2 Candidates assess student strengths and needs, and modify instructional strategies and methods to meet individual needs.
- 4.3 Candidates model the creative use of materials to enhance student products.
- 4.4 Candidates differentiate, replace, supplement, or modify curricula in the content areas to facilitate higher level learning goals.
- 4.5 Candidates provide continual opportunities for curricular acceleration in gifted students' areas of strength and interest while allowing sufficient ceiling for optimal learning.
- 4.6 Candidates create appropriate learning experiences consisting of a variety of curricular options, instructional strategies, presentation materials, and technologies which stimulate students to create an array of products.

Standard 5

Learning Environment. Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Supporting Explanation

Candidates use knowledge of motivation and behavior to support a learning environment that encourages positive social interaction. Candidates understand that gifted students often experience unique social and emotional issues; they create an environment that is responsive to these issues and

individual needs. They create opportunities for gifted learners to interact and have positive experiences with both age and intellectual peers.

- 5.1 Candidates use flexible instructional arrangements such as special classes, seminars, mentorships, independent study, and research projects matched to student interest, readiness and learning style.
- 5.2 Candidates adapt the learning environments in response to the unique social and emotional needs of the student.
- 5.3 Candidates create a safe, equitable, positive, and supportive learning environment in which diversities, exceptionalities, and differing levels of giftedness are valued and appreciated.

Standard 6

Communication. Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Supporting Explanation

Candidates understand how culture, primary language, gender, divergent learning and expressive styles, and exceptional learning needs affect communication in the classroom. They recognize effective verbal and non-verbal communication techniques and use them to support gifted students. Candidates model effective communication for gifted students.

Standard 7

Planning. Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Supporting Explanation

Candidates demonstrate knowledge of theories and research that form the basis of curriculum development and instructional practice and the differential curriculum needs of gifted students. They develop and select instructional content, resources, and strategies that are appropriate for students with different areas and levels of giftedness.

- 7.1 Candidates develop and implement comprehensive, longitudinal individualized programs for gifted students.
- 7.2 Candidates select instructional models to differentiate specific content areas, and make adjustments to instruction based on continual observation and assessment of gifted students.

- 7.3 Candidates draft Individual Education Plans for gifted students, taking into consideration rules, procedures and best practices.
- 7.4 Candidates design cognitively complex learning experiences involving higher level thinking skills for gifted learners.
- 7.5 Candidates plan educational strategies for and evaluate programs of students who participate in partial and full grade skipping and dual enrollment.

Standard 8

Assessment and Evaluation. Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

Supporting Explanation

Candidates demonstrate understanding of screening, pre-referral, referral, and identification procedures for gifted students of all ages. They understand legal and ethical principles regarding assessment of individuals. Candidates understand best practices and the use and limitations of assessment instruments for gifted students, particularly with respect to underachieving students, students with diverse backgrounds, and students with multiple exceptionalities. They use assessment information in making eligibility, program, and placement decisions for gifted students.

- 8.1 Candidates understand best practices related to the assessment of gifted students of all ages and backgrounds, including test ceilings, cultural and linguistic bias, and learning styles.
- 8.2 Candidates interpret assessment related to diagnosis, curriculum design, and academic placement.
- 8.3 Candidates use technology to maintain records, monitor student progress, track evaluation and analyze assessment components.

Standard 9

Reflective Practitioner. Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Supporting Explanation

Candidates are guided by the profession's ethical and professional practices standards. They devote ongoing attention to the research, literature, and organizations relevant to gifted education. They view themselves as lifelong learners and regularly reflect on and adjust their practices.

- 9.1 Candidates demonstrate commitment to developing the highest educational potential of gifted students, and regularly evaluate program activities for continual improvement.
- 9.2 Candidates seek professional growth in areas that benefit gifted learners.

Standard 10

Colleagues, Parents, and Community. Candidates foster relationships with school colleagues, parents and agencies in the larger community to support student learning and well-being.

Supporting Explanation

Candidates understand that families, schools, and communities are important contexts for teaching, learning, and development. Candidates advocate for gifted students to receive the support and services they need. They communicate with school personnel about the characteristics and needs of gifted students, modeling techniques and coaching others in the use of instructional methods and accommodations. Candidates are aware of services, networks, and organizations for gifted students, and communicate this information to colleagues and families.

- 10.1 Candidates elicit ideas from families of gifted students and use them in developing strategies.
- 10.2 Candidates participate on the professional service team which designs, implements, evaluates and refines services to learners in schools, homes and related agencies. They establish a plan to partner families with interdisciplinary, interagency teams for lifelong supportive intervention.

Program Implementation Standards

1. The program of study in gifted education enables general education and special education teacher candidates to meet the performance standards of the gifted education endorsement. Institutions provide a coherent program of study that builds on the professional education core and prepares general education teachers and special education teachers to teach gifted students.

2. Programs of study leading to an endorsement in gifted education may be offered at the undergraduate or graduate levels as part of preparation for initial licensure or they may be offered at the graduate level for continuing study for general education or special education teachers who already hold a teacher license. Institutions are encouraged to offer graduate level programs with a concentration in gifted education.
3. Programs of study include field experiences during the regular school year or during the summer in which the candidate is mentored by a teacher with experience in gifted education.
4. Programs of study meet the gifted endorsement standards but do not exceed 15 semester hours.
5. Institutions of higher education use these documents (as they may be amended) when designing, implementing and evaluating teacher preparation programs: CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students with Gifts and Talents, Council for Exceptional Children (2001); Pre-K--Grade 12 Gifted Program Standards, National Association for Gifted Children (1998 & 2001); and Essential Readings in Gifted Education, Edited by Sally M. Reis, National Association for Gifted Children (2004).
6. These licensure standards become effective for candidates seeking the gifted education endorsement no later than September 1, 2009. Institutions of higher education with endorsement programs will submit standards for conditional approval no later than September 1, 2007.

Tennessee Licensure Standards: School Psychologist PreK-12

Date Standards Adopted or Most Recent Revision: 1993

Date Institutions Must Submit To DOE: Current

Date Candidates Must Meet Standards: September 1, 2001

Introduction

The school psychologist's primary responsibility is the well-being of children and youth. School psychologists promote, recognize, and value human diversity and are committed to the enhancement of human development, including social, emotional, and educational development, through the application of comprehensive school psychological services.

School psychologists are committed to the enhancement of children, families, and schools. They are responsive to the unique needs of systems' and organizations' roles in promoting children's acquisition of academic as well as individual and social competencies.

School psychologists bring a psychological perspective to bear on the problems of educators and the persons they serve including, but not limited to, special needs learners. School psychologists provide service to schools, children, and families within the context of a multidisciplinary model. Their special expertise requires training that is substantially different from that of teachers or other educational professionals.

Prospective school psychologists will complete an integrated and sequential preparation program of study and practice. The education and professional development of a school psychologist is initiated in graduate level course work, refined in field experiences, and enhanced during professional practice. School psychologist preparation programs will provide the prospective candidate with the knowledge and skills to develop the following:

1. Understanding of the knowledge base specific to school psychology: (a) history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emerging technologies, and (f) roles and functions of the school psychologist.
2. Understanding of the psychological foundations of behavior based on knowledge of (a) biological bases for behavior, (b) human learning, (c) social and cultural bases for behavior, (d) child and adolescent development, and (e) individual differences.
3. Understanding of the instructional design and organization of schools, community based resources and alternative service delivery systems as they apply to all students including the special needs learner.

4. Ability to provide school psychological services within a model which links assessment to intervention services delivered to individuals and groups.
5. Ability to provide individual assessments of ability, achievement, classroom behavior, and personal and social characteristics of individuals.
6. Ability to provide direct and indirect assessments and interventions for the delivery of comprehensive school psychological services.
7. Ability to develop and implement individual and group interventions for the educational and mental health needs of children and youth.
8. Ability to develop and implement consultation services to individuals and groups, especially parents and teachers.
9. Ability to use measurement, statistics, research and program evaluation methodologies in the delivery of comprehensive school psychological services.
10. Ability to develop, implement and evaluate training programs for parents and educators.
11. Ability to provide services that are consistent with provider standards and legal and ethical guidelines of the field of school psychology.
12. Ability to conduct the day-to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.

Guidelines

1. Candidates for licensure as a school psychologist will complete an approved graduate level preparation program in school psychology consistent with the knowledge and skills required for licensure and the curriculum guidelines of the National Association of School Psychologists (NASP).
2. Institutions of higher education with approved preparation programs for school psychology will work in collaboration with local school systems in the planning and delivery of preparation programs. The programs will be consistent with ethical and legal standards for professional practice.

3. Programs will provide supervised field experiences in which candidates are evaluated regarding their mastery of skills required by the licensure standards.
4. At or near the completion of the program, an internship will provide the student with a broad range of school psychological experiences including the opportunity to work with diverse client populations, a range of teaching and learning styles, different types of service delivery programs, and varied assessment and intervention methodologies. The internship experience will consist of full-time work for one academic year or half-time work over a period of two consecutive academic years.
5. At least one-half of the internship will be completed in a school setting. While working in a school setting, the candidate will be supervised by a licensed school psychologist. Individuals serving as supervisors will be selected jointly by the school system and the institution of higher education, and will indicate a willingness to serve as a supervisor and to remain current in the field.
6. The remainder of the internship will include work with children, youth, and families. The intern will be supervised by an appropriately credentialed and experienced supervising psychologist.
7. Programs in school psychology will be developed from the current knowledge base in school psychology, will be taught by faculty members from school psychology and other academic fields, and will be approved by the State Board of Education in accordance with the Teacher Education Police and Program Approval Procedures adopted by the State Board of Education. Preparation programs must demonstrate that the standards of NASP were considered in the development of the programs.
8. The new standards become effective no later than September 1, 2001. School psychologists who are licensed under existing standards prior to this date will be considered appropriately licensed and may continue to serve as school psychologists.

**Tennessee Licensure Standards:
Professional School Counselor PreK-12**

Date Standards Adopted or Most Recent Revision: July 31, 2009
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: July 31, 2009

Professional school counselors support teachers, other professional personnel, and parents in addressing the needs of students related to academic and career preparation and personal growth and development. An emphasis on teaching for prevention calls for the counselor to become a member of the instructional team, working closely with teachers. The counselor also works closely with school social workers, school psychologists, and family resource center staff in designing a team approach to meet student needs and overcome barriers to learning.

The professional school counselor provides instruction in small and large group settings, provides personal counseling and career guidance to individual students, and works with teachers to assist them in their role as advisors. The counselor also communicates with and provides education to parents. To assist counselors in responding effectively to the requirements of this role, institutions of higher education and local schools must collaborate in the design and implementation of professional school counselor preparation programs.

Prospective school counselors will complete studies in professional school counseling. The education and professional development of a counselor is initiated in graduate level course work, refined in field experiences, and enhanced during professional practice. Counselor preparation programs will provide the prospective candidate with the knowledge and skills to develop the following:

1. Understanding of the nature and needs of students in grade levels PreK-12. Ability to apply knowledge from the areas of human growth and development and learning theories; to identify learning problems; and to assist teachers and parents in responding to counseling and guidance interventions with students.
2. Understanding the process of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns. Ability to develop plans and programs to prevent person and substance abuse, discrimination, and dropping out of school.

3. Understanding of the philosophical basis underlying the helping process. Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.
4. Ability to lead large and small group counseling and guidance activities related to personal and interpersonal growth, self-help and problem solving, and career development.
5. Understanding changes in society and technology and the influence of changes on work and learning. Ability to develop and implement a comprehensive career development program.
6. Ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.
7. Understanding of appropriate tests and other assessments to assist students and their parents in making effective educational, social, and career decisions. Ability to use group-administered educational and psychological measurement and appraisal instruments.
8. Ability to plan, manage, deliver, and evaluate a comprehensive PreK-12 professional school counseling program. Understanding of research and research design. Ability to conduct research and evaluation projects related to the outcomes of professional school counseling services.
9. Understanding of the ethical and legal standards of school counseling professionals.
10. Ability to collaborate with parents, teachers, school social workers, school psychologists, family resource center staff, and other community partners in meeting student needs.
11. Ability to inform students, teachers, parents, and the community about the purposes and activities of the professional school counseling program.
12. Ability to work with parents and conduct parent education activities. Ability to use community resources and referral processes, and develop effective partnership arrangements with community agencies.

Program Implementation Standards

1. Candidates for licensure as a professional school counselor complete an approved preparation program in school counseling and a graduate degree.
2. Candidates for licensure acquire the knowledge and skills specified for professional school counselors. Candidates are recommended for licensure by an institution with an approved program in professional school counseling.
3. Professional school counselor candidates serve schools with grades pre-kindergarten through 12. Preparation programs will have identifiable aspects of both PreK-6 and 7-12 grade levels.
4. Institutions of higher education with approved preparation programs for professional school counselors work in collaboration with local school systems in the planning and delivery of preparation programs.
5. Institutions of higher education and local school systems jointly organize the professional counselor clinical experience, comprised of both practicum and internship experiences, and are delineated in a written agreement. The clinical experience is the equivalent of at least a full semester in length. School counseling opportunities at both the PreK-6 and 7-12 grade levels will be provided to the candidate during the clinical experience. The combined school settings include a diversity of students. Candidates have an opportunity to demonstrate skills in individual and group counseling, teacher and parent consultation, classroom guidance, building cooperative relationships in the school, leadership, advocacy, and development of partnerships with community resources.
6. Candidates participating in the clinical experience are advised and guided by a site supervisor who has at least two years experience as a school counselor. Individuals serving as site supervisors are selected jointly by the school system and the institution of higher education, receive training as a site supervisor, and indicate a willingness to serve and to remain current in their field.
7. Professional school counselor candidates without prior teaching experience will have an additional orientation experience in a school as an early part of the preparation program. The orientation experience provides candidates the opportunity to observe, participate in, and analyze classroom instruction. The orientation provides the candidate with teaching experiences and feedback regarding the candidate's teaching.

8. Institutions of higher education offering approved programs in school counseling develop and submit to the State Department of Education for approval admissions procedures that include:
 - a) Assessment of personal characteristics and academic proficiency of the candidate as required by NCATE for programs at the advanced level; and
 - b) An interview or review of the candidate's application by an admissions board comprised of one or more practicing school counselors as well as one or more faculty from curriculum and instruction, educational administration, professional school counseling, or other appropriate faculties.
9. Programs in school counseling reflect the current knowledge base in school counseling and in teaching and learning, include faculty members in professional school counseling and other appropriate faculties, and are approved by the State Board of Education in accordance with the Teacher Education Policy and Program Approval Procedures adopted by the State Board of Education. Preparation programs are encouraged to meet the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).
10. School counselors who serve in a supervisory role are not required to have an endorsement in administration/supervision or as a beginning administrator; however, they are encouraged to attain comparable administrative preparation.
11. Licensed school counselors who are candidates for an initial teaching license are not required to have an additional induction experience (either as an enhanced student teaching semester or a year-long internship).
12. Candidates from Tennessee and from other states who are licensed and endorsed at the graduate level in school counseling in PreK-8 or 7-12 may be granted the PreK-12 license provided they have met one of the following conditions:
 - a) The candidate has at least one year of documented successful counselor experience in the grade span not covered by the existing endorsement and has a positive recommendation by the school; or
 - b) The candidate has six hours of graduate course work in current content in school counseling in the grade span not covered by the existing endorsement. Candidates submit evidence of completion

of the six hours directly to the Department of Education, Office of Teacher Licensing.

If the candidate lacks (a) or (b), the candidate may be issued a Transitional License endorsed for counseling PreK-12, provided the superintendent indicates an intent to employ. The candidate must complete the required six hours of course work in current content in the area of school counseling in the grade span not covered by the existing endorsement. Candidates must submit evidence of completion of the six hours directly to the Department of Education, Office of Teacher Licensing before the Transitional License is renewed or before issuance of a regular license.

13. Candidates who have not yet completed the required clinical experience may be employed on a Transitional License provided that the following conditions are met:
 - a) The counselor preparation institution in which they are enrolled certifies that the candidate can complete the PreK-12 school counselor program within two years consistent with the institution's criteria;
 - b) The candidate receives appropriate supervision by the institution during the clinical experience; and
 - c) The local education agency certifies through a written agreement with the counselor preparation institution that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week and provide the opportunity to meet the grade level requirements necessary to certification.

14. Candidates who hold a graduate degree in community/agency counseling may be employed on a Transitional License, provided the following conditions are met:
 - a) The candidate is enrolled in an approved graduate program in professional school counseling;
 - b) The candidate has completed at least 24 hours in graduate course work applicable to the professional school counseling program; and
 - c) The local education agency certifies through a written agreement with the counselor preparation institution that the candidate will receive direct supervision by a licensed school counselor (having a

minimum of two years experience as a school counselor) for a minimum of one hour per week.

15. Candidates who hold at least a master's degree in a counseling program or related field, such as school social work or school psychology, and have appropriate clinical experience may be employed on a Transitional license provided the following conditions are met:
 - a) The candidate successfully completes the specialty examination required by the State Board of Education; and
 - b) The local education agency certifies that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week; and

Prior to the first renewal of the Transitional License, the candidate must enroll in an approved professional school counselor licensure program and must submit evidence of satisfactory annual progress. The candidate must complete course work appropriate to the candidate's needs not to exceed 24 semester hours in an approved professional school counselor licensure program before the issuance of a regular license.

16. All candidates on a Transitional License must be evaluated in accordance with procedures approved by the State Board of Education. Prior to the first renewal of the license, the candidates must have completed a successful evaluation.
17. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating school counselor preparation programs: Tennessee Model for Comprehensive School Counseling (2005); CACREP 2001 Standards for Accreditation, Council for the Accreditation of Counseling and Related Educational Programs (2001); Ethical Standards for School Counselors (2004); Code of Ethics, American School Counselor Association (2005); and current research related to school counseling.
18. The revised standards become effective no later than July 31, 2009.

Tennessee Licensure Standards School Social Worker PreK-12

Date Standards Adopted or Most Recent Revision: 1993

Date Institutions Must Submit To DOE: Current

Date Candidates Must Meet Standards: September 1, 1996

Introduction

School social workers work with teachers, other school personnel, parents, and community agencies to overcome barriers to learning. Providing a link between home, school, and community, the school social worker serves as a case manager and as an advocate for the student. The school social worker provides information to facilitate the family's use of community resources.

In addition to completing a program in social work, the school social worker learns the particular knowledge and skills required for effective performance in the school setting. Institutions of higher education will collaborate with community agencies and schools in designing and implementing preparation programs for school social workers.

Prospective school social workers will complete studies in school social work. The education and professional development of a school social worker is initiated in undergraduate or graduate level course work, refined in field experiences, and enhanced during professional practice in schools, with families, and in the community. In addition to the knowledge, skills, and values developed in social work programs, a program of study in school social work will provide the prospective school social worker the knowledge and skills to develop the following:

1. Understanding of social, emotional, cultural, and economic issues affecting students and schools and ability to assist students and families in overcoming barriers to learning.
2. Understanding of the needs of students at risk due to disability, economic conditions, family disruption, or other environmental factors and ability to work with teachers, school counselors, school psychologists, and family resource center staff in addressing student needs.
3. Ability to serve as liaison between home and school, assist parents in understanding their children's educational needs, interpret student assessments to parents, and work with parents in developing parenting skills.
4. Ability to perform case management functions, facilitating the coordination and integration of community services to benefit students and their families.

5. Ability to support students with special needs by preparing social histories, contributing to the development and implementation of individualized education programs (IEPs) and helping ensure the participation of parents.
6. Understanding of federal, state, and local laws and policies affecting students including issues such as services for disadvantaged students, services required by students with disabilities, due process rights of students and families, child abuse and neglect, HIV and AIDS, confidentiality, attendance, suspension, and expulsion.

Guidelines

1. Candidates for licensure as a school social worker will complete a program in social work either at the bachelor's or master's level. Effective September 1, 1996, programs in social work must be accredited by or have candidacy status with the Council on Social Work Education.
2. Candidates will acquire the knowledge and skills specified for school social work by completing a program of study in school social work, which may be an integral part of the social work program or may be in addition to the social work program. The school social work program of studies may be offered by a college or department of education or a college or department of social work or may be offered collaboratively by these and other college units. In designing a program of study for individual candidates, the institution of higher education will assess the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior social work experience, and administering any other necessary tests or additional assessments of knowledge and skills.
3. Candidates for licensure in school social work must complete a school social work program of study at an institution whose program has been approved by the State Board of Education in accordance with the Teacher Education Policy and Program Approval Procedures of the Board. The candidate must be recommended for licensure jointly by the college/department of education and the college/department of social work.
4. School social workers who serve in supervisory roles will not be required to have an endorsement in administration/supervision or as a beginning administrator; however, they are encouraged to attain comparable administrative preparation.
5. The new standards become effective no later than September 1, 1996.

Tennessee Licensure Standards

Special Education: School Audiologist PreK-12

Date Standards Adopted or Most Recent Revision: October 21, 2005

Date Institutions Must Submit To DOE: April 1, 2006

Date Candidates Must Meet Standards: September 1, 2006

Individuals who seek licensure as a school audiologist complete accredited graduate degree programs of study in audiology. In addition, they develop the knowledge and skills required for effective performance in the school setting. The education and professional development of these individuals is initiated in course work, refined in field experiences, and enhanced during professional practice. Candidates meet performance standards in audiology programs accredited by the American Speech-Language-Hearing Association as well as standards relative to providing services in a school setting. Candidates meet the following performance standards:

Standard 1

Audiology

Candidates understand and apply the knowledge base specific to audiology.

- 1.1 Candidates understand and apply the knowledge base specific to audiology in the following areas: (a) history and foundations of audiology; (b) legal and ethical issues; (c) professional issues and standards; (d) alternative models for the delivery of audiological services; (e) emerging technologies; and (f) roles and functions of the school audiologist.

Standard 2

Audiology in a School Setting

Candidates understand and apply knowledge of audiology in a school setting.

- 2.1 Candidates communicate and collaborate with school personnel and other professionals in the school and with parents in planning to meet student needs.
- 2.2 Candidates understand the culture of the school and the role of the audiologist in the school.
- 2.3 Candidates demonstrate understanding of federal, state, and local laws and policies affecting students.
- 2.4 Candidates function as contributing members of teams developing and implementing individualized education plans (IEPs).

- 2.5 Candidates apply audiology knowledge and skills in the general education classroom and other settings, integrating materials and instructional objectives from the general curriculum in the context of naturally occurring situations and daily routine.

Program Implementation Standards

1. The program of study enables school audiologists who serve students from birth through age 21 to meet performance standards for audiology in a school setting.
2. Institutions of higher education provide a program that is accredited by the American Speech-Language-Hearing Association and that culminates in a master's degree or higher.
3. Candidates acquire the knowledge and skills required to work as a school audiologist by completing a program of studies which may be an integral part of the audiology program or may be in addition to the audiology program. The program may be offered by a college or department of audiology and/or speech-language pathology or may be offered collaboratively by these and other college units. In designing a program of study for individual candidates, the institution of higher education assesses the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other necessary assessments. Completion of the special education core is not required of school audiologists.
4. Candidates for licensure as a school audiologist must complete a program of study specified for audiologists at an institution whose program has been approved by the State Board of Education in accordance with the program approval procedures of the Board. The candidate must be recommended for licensure jointly by the college or department of education and the college or department of audiology and speech-language pathology. Candidates will be issued the professional school services personnel license with the school audiologist endorsement.
5. Candidates who hold a valid license, issued by the Tennessee or an out-of-state licensing Board of Communication Disorders and Sciences or who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association, will be issued the professional school services personnel license with the school audiologist endorsement upon application. There are no additional requirements.
6. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating

programs preparing school audiologists: Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (2001); Background Information and Standards and Implementation for the Certificate of Clinical Competence in Audiology, American Speech-Language-Hearing Association (2004); and other current research on audiology issues.

7. These licensure standards become effective for candidates seeking licensure no later than September 1, 2006. Institutions with programs preparing school audiologists will submit standards for conditional approval to the Department of Education no later than April 1, 2006.

Tennessee Licensure Standards

Special Education: School Speech-Language Pathologist PreK-12

Date Standards Adopted or Most Recent Revision: January 1, 2006
Date Institutions Must Submit To DOE: April 1, 2006
Date Candidates Must Meet Standards: September 1, 2006

Introduction

Individuals who seek licensure as a school speech-language pathologist complete accredited graduate degree programs of study in speech-language pathology. In addition, they develop the knowledge and skills required for effective performance in the school setting. The education and professional development of these individuals is initiated in course work, refined in field experiences, and enhanced during professional practice. Candidates meet performance standards in speech-language pathology programs accredited by the American Speech-Language-Hearing Association as well as standards relative to providing services in a school setting. Candidates meet the following performance standards:

Standard 1

Speech-Language Pathology

Candidates understand and apply the knowledge base specific to speech-language pathology.

- 1.2 Candidates understand and apply the knowledge base specific to speech-language pathology in the following areas: (a) history and foundations of speech-language pathology; (b) legal and ethical issues; (c) professional issues and standards; (d) alternative models for the delivery of speech-language pathology services; (e) emerging technologies; and (f) roles and functions of the school speech-language pathologist.

Standard 2

Speech-Language Pathology Services in a School Setting

Candidates understand and apply knowledge of speech-language pathology in a school setting.

- 2.1 Candidates communicate and collaborate with school personnel and other professionals in the school and with parents in planning to meet student needs.
- 2.2 Candidates understand the culture of the school and the role of the speech-language pathologist in the school.

- 2.3 Candidates demonstrate understanding of federal, state, and local laws and policies affecting students.
- 2.4 Candidates function as contributing members of teams developing and implementing individualized education plans (IEPs).
- 2.5 Candidates apply speech-language pathology knowledge and skills in the general education classroom and other settings, integrating materials and instructional objectives from the general curriculum, including literacy skills, in the context of naturally occurring situations and daily routine.
- 2.6 Candidates apply classroom and behavior management strategies in a variety of instructional settings.
- 2.7 Candidates manage the speech-language program in the school and provide training and supervision for speech-language therapy associates and paraprofessionals.

Program Implementation Standards

1. The program of study enables school speech-language pathologists who serve students from birth through age 21 to meet performance standards for speech-language pathology in a school setting.
2. Institutions of higher education provide a program that is accredited by the American Speech-Language-Hearing Association and that culminates in a master's degree or higher.
3. Candidates acquire the knowledge and skills required to work as a school speech-language pathologist by completing a program of studies which may be an integral part of the speech-language pathology program or may be in addition to the speech-language pathology program. The program may be offered by a college or department of speech-language pathology or may be offered collaboratively with other college units. In designing a program of study for individual candidates, the institution of higher education assesses the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other necessary assessments. Completion of the special education core is not required of school speech-language pathologists.
4. Candidates for licensure as a school speech-language pathologist must complete a program of study specified for speech-language pathology at an institution whose program has been approved by the State Board of Education in accordance with the program approval procedures of the Board. The candidate must be recommended for licensure jointly by the

college or department of education and the college or department of speech-language pathology. Candidates will be issued the professional school services personnel license with the school speech-language pathologist endorsement.

5. Candidates who hold a valid license, issued by the Tennessee or an out-of-state licensing Board of Communication Disorders and Sciences or who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association, will be issued the professional school services personnel license with the school speech-language pathologist endorsement upon application. There are no additional requirements.
6. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating programs preparing school speech-language pathologists: Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (2001); Background Information and Standards and Implementation for the Certificate of Clinical Competence in Speech Language Pathology, American Speech-Language-Hearing Association (ASHA) (2004); Guidelines for the Training, Use, and Supervision of Speech-Language Pathology Assistants, ASHA (2004); and other current research on speech-language pathology.
7. These licensure standards become effective for candidates seeking licensure no later than September 1, 2006. Institutions with programs preparing school speech-language pathologists will submit standards for conditional approval to the Department of Education no later than April 1, 2006.

INDUCTION
(Clinical Practice)

Institutions of higher education and local school systems will cooperate in planning induction programs (clinical practice) for teacher candidates. The induction programs will provide teacher candidates with either (1) a full school year, paid internship following the attainment of a baccalaureate degree, or (2) an enhanced student teaching experience of a full semester as part of the undergraduate program.

Teacher candidates seeking licensure on May 1, 1994, and thereafter must have successfully completed an induction program consisting of either a full school year internship or a student teaching semester.

INTERNSHIP PLAN GUIDELINES

Date Standards Adopted or Most Recent Revision: 1988

Date Institutions Must Submit To DOE: Current

Date Candidates Must Meet Standards: May 1, 1994

Introduction

The full school year internship is a paid experience whereby teacher candidates are inducted into the teaching profession. The experience must be planned jointly by the local school system and the institution of higher education with significant input from principals and teachers. Internship experiences will occur primarily in the school setting and encompass both classroom teaching and other aspects of the school and school system program.

Interns will be supplemental to existing staffing schools where they are located. The internship, however, is more than direct experience in the classroom. Additional activities such as observation, course work, seminars, planning, and evaluation will comprise the remaining portion of the full school year internship experience. The interns will have regular and frequent contact with a team of mentors throughout the school year. Orientation, continuing training, and support will be provided to mentors to enhance their ability in the mentoring role and as members of a professional development team.

The beginning and ending of the internship period will be defined by the school calendar of the cooperating local school system, and the interns will be subject to the same vacation periods and holidays as other local school system personnel. The performance of interns will be evaluated by the internship team composed of teacher mentors, higher education faculty mentors, and principals or their designee. All internship team members will contribute to the formative evaluation process. The interns will be evaluated by the principal or their designee for determining apprentice licensure status and by the institution of higher education faculty mentors for awarding of college credit.

I. General Elements of the Plan

- A. The plan will provide for a full school year internship with stipend for the teacher candidate.
- B. The plan will be developed jointly by the local school system and the institution of higher education with significant input from principals and teachers. The plan may include a variety of configurations such as individual contracts between a local school system and an institution of higher education or a consortium of several school systems and/or several institutions.
- C. The plan will provide individual interns a coherent program of teaching experiences with students with diverse learning needs and varied backgrounds. It will build upon practicum experiences in the professional education core of the teacher preparation program.
- D. The internship experiences will be designed as a continuation of professional development begun in the professional education core of the teacher preparation program.
- E. Interns will be involved in additional pedagogical experiences which may include course work dealing with theory and its application, seminars with teacher mentors and other interns, and observation of regular teachers and other interns.
- F. The plan will provide for guidance to interns by teacher mentors and higher education faculty mentors to develop and practice skills in order to aid the interns in developing their own repertoire of teaching behaviors.
- G. Interns will be supplemental to existing staffing in the public schools where they are located. They will be teamed with one or more experienced teachers to facilitate the instructional goals of the schools.
- H. Interns will spend at least half of the school year (a minimum of 100 days) in direct teaching activities with a significant portion in full day, continuous teaching experiences.
- I. The interns will have been granted either a Bachelor of Arts or Bachelor of Science degree and be issued initial Interim Licensure D (as an intern) based upon the recommendation of the institution of higher education where they commence the internship.

- J. Mentoring of interns by teacher mentors is a professional assignment for which the mentor will be adequately compensated and trained; it is not an extra duty to be carved out of an otherwise full teaching schedule. Release time will be provided for appropriate responsibilities occurring during the school day.
- K. Care will be taken to select well-qualified teacher mentors who wish to undertake the assignment.
- L. The plan will provide for additional compensation from the institution of higher education to any teacher mentors who provide formal college course instruction beyond the internship seminars.
- M. Higher education faculty mentors from the major areas of study and/or the professional educational unit who work extensively with interns and teacher mentors will be compensated and this activity will be considered part of the regular teaching load.
- N. The school(s) of internship placement and the higher education institution will provide frequent formative evaluation of each intern's progress. The interns will receive regular feedback on the results of evaluations.
- O. The school principal and the higher education mentor will conduct intern performance evaluations referenced to the state evaluation model approved by the State Board of Education. These data will form the primary basis for formulating the recommendation for second year apprentice status.
- P. The higher education institution will have final responsibility for recommending (or not recommending) the intern for second year apprentice status following consultation with appropriate school-based and school system professionals.
- Q. The higher education institution and the school system will develop an agreement specifying the consultation process to be used leading to the institutional recommendation. The agreement will further specify the persons (professional roles) involved and the evaluation data sources to be considered for the recommendation.
- R. Successful completion of the internship will count as the first year of apprentice licensure and the intern will be credited with one full school year of experience.

- S. Credit granted for internship experiences shall be either graduate or undergraduate credit, but may not exceed 12 semester hours total for the school year.
- T. Interns will pay tuition and fees to the institution of higher education.
- U. The plan will describe an evaluation plan that provides evidence relating to matters specified by the institution and local school system as proposed outcomes of the program.

II. Eligibility of Teacher Candidates for Internship Positions

- A. Teacher candidates who have been awarded a baccalaureate degree without student teaching will be eligible to apply for full year internship positions and be recommended for initial Interim Licensure D to be held during the internship experience.
- B. Prior to entering the internship the teacher candidate will have attained the following requirements:
 - 1. Knowledge and skills constituting the general education core.
 - 2. Knowledge and skills in the major constituting the requirements for licensure in a qualified teaching area.
 - 3. Introduction to the knowledge and skills constituting the professional education core.
 - 4. Passing scores on any required tests of knowledge and skills.
 - 5. Positive recommendation of the sponsoring institution of higher education and local school system.
- C. The plan will include a description of the criteria and process for selection of interns which, at a minimum, will:
 - 1. Include interviews.
 - 2. Maximize opportunities for minority candidates.
 - 3. Address personal qualifications.
 - 4. Require appropriate and rigorous academic preparation.

III. Selection and Assignment of Mentors

- A. The plan will specify the selection process for teacher mentors. At a minimum, teachers who serve as mentors or mentor/intern coordinators should meet the following requirements:
 - 1. At least four years of full time teaching experience.
 - 2. Appropriate certification (licensure).

3. Evaluation as a highly competent teacher through either local assessment and/or state evaluation procedures.
 4. Willingness to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).
 5. Willingness to stay current with the latest research on teaching and learning.
 6. Ability to work as a team member and facilitate professional learning experiences of interns.
- B. The plan will specify the maximum number of interns to be assigned to each teacher mentor. Each intern will be assigned an internship team, with one teacher mentor serving in a primary mentoring role.
- C. The plan will provide release time for teacher mentors for counseling, observation, evaluation, or other internship activities occurring during the school day and/or utilize stipends for teacher mentors to provide compensation for any additional work.
- D. The plan will specify the selection process for higher education faculty mentors. At a minimum, faculty who serve as mentors or mentor/intern coordinators should meet the following requirements:
1. Evaluation as a highly competent role model for teachers.
 2. Appropriate professional preparation or experiences.
 3. Ability to demonstrate effective teaching strategies and methods.
 4. Willingness to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).
 5. Willingness to stay current with the latest research on teaching and learning.
 6. Ability to work as a team member and facilitate professional learning experiences, including pedagogical instruction.
- E. The plan will specify the maximum number of interns to be assigned to each higher education faculty mentor.
- F. The plan will provide for joint orientation, continuing training, and support for teacher mentors and higher education faculty mentors. Planned professional development opportunities for mentors related to the knowledge base of teaching, mentoring, research and practice, and supervision should be outlined in the plan.

IV. Role and Responsibility of Mentors, Principals, and Mentor/Intern Coordinators

- A. The plan will include job descriptions for teacher mentors, faculty mentors, principals, mentor/intern coordinators, and any other individuals who will be part of the internship team.
- B. The teacher mentor will play a critically important role in the internship experience. Mentoring is a professional assignment and the job description for teacher mentors should incorporate at least the following responsibilities:
 - 1. Supervise intern instructional activities, observe interns and provide performance feedback.
 - 2. Demonstrate effective classroom instruction to interns.
 - 3. Meet regularly with interns to provide assistance in the following: curriculum and instructional planning, diagnosing learner needs and differences, evaluating student progress, classroom management, selecting teaching strategies and instructional materials, and school acculturation.
 - 4. Meet regularly with higher education faculty mentors to identify intern needs, plan assistance strategies, and discuss intern progress.
 - 5. Participate in orientation and training for the internship team members.
 - 6. Provide pedagogical instruction to interns as determined in cooperation with the internship team.
 - 7. Provide periodic and frequent formative evaluation of each intern's progress.
- C. The higher education faculty mentor will play a critical support role in the internship in addition to determining the success of individual interns relative to completion of experiences required for academic credit. The faculty mentor's assignment should incorporate at least the following responsibilities:
 - 1. Initiate, arrange, and participate in meeting of the internship team to identify each intern's needs, plan assistance strategies, and discuss intern progress.
 - 2. Communicate with the school principal and teacher mentors regarding each intern's experiences and evaluation.
 - 3. Demonstrate effective classroom instruction to interns as required and appropriate in cooperation with the internship team.
 - 4. Observe and coach the interns in improvement of teaching performance and in other aspects of professional development.

5. Meet regularly with teacher mentors to identify interns needs, plan assistance strategies, and discuss intern progress.
 6. Participate in orientation and training for the internship team members.
 7. Provide periodic and frequent formative evaluation of each intern's progress and a summative evaluation for the attainment of internship course credit.
- D. A mentor/intern coordinator may be designated by the local school system in consultation with the institution of higher education to coordinate the internship experiences and mentoring responsibilities. The coordinator's assignment should incorporate at least the following responsibilities:
1. Arrange for orientation of mentors and interns.
 2. Coordinate the overall schedule of internship activities for the local school system, particularly the involvement of individual interns in more than one school.
 3. Arrange for interns to meet for group seminars or discussions.
 4. Observe and coach interns as appropriate in improvement of teaching performance and other professional development.
 5. Arrange for mentors to meet for group discussion and training.
 6. Counsel and advise mentors in their roles and responsibilities.
 7. Participate in orientation and training for the internship team members.
- E. The principal of the school where the interns have their primary assignment has responsibility for overseeing the implementation of the internship plan and evaluating the interns. The principal (or designee) should carry out at least the following responsibilities relative to the internship:
1. Coordinate the formulation and implementation of the internship plan for the school.
 2. Assist teacher mentors in orienting interns.
 3. Regularly observe the interns and provide feedback using the approved local evaluation procedures.
 4. Evaluate the interns and recommend apprentice teacher licensure status in accordance with the approved local evaluation procedures.
- V. Internship Site Selection, Assignments, and Schedule
- A. The plan will include the process by which individual internship

sites will be identified, selected, and approved by the local school system, the higher education institution, and the State Department of Education. Sites may include the state's special schools. Non-public schools may serve as placement sites for a portion of the internship; however, the non-public schools must be state approved or accredited as indicated by SDE Categories 1, 2, or 3. SDE categories 4 and 5 schools are not acceptable placement sites.

- B. The plan will address the criteria by which individual internship sites are selected. The criteria should incorporate at least the following:
 - 1. Expressed willingness of the principals and teachers at the selected schools to serve as mentors and evaluators of interns.
 - 2. Evidence of an effective instructional program at the selected schools.
 - 3. Commitment by school system officials to the internship program.
 - 4. Appropriate setting in one or more schools to provide for a variety of experiences and opportunity for interns to teach students with diverse learning needs and with varied backgrounds.
- C. The plan will outline the basic schedule for interns from pre-service until school is dismissed and specify those time periods when the interns will be teaching, engaging in other school activities, or completing additional course work.
- D. The plan will briefly outline or describe the types of activities and experiences which will be part of the internship year.
- E. The plan will describe the requirements for completion of internship assignments by interns, and outline the causes and procedures by which an internship can be terminated.
- F. The plan will describe how earlier practicum experiences, the professional education core, and the major will be related to the internship year.
- G. The plan will outline time requirements for teacher mentors in observing, coaching, evaluating, and other activities relative to contact with interns and participation in internship team training.

VI. Assessment of Interns

- A. Assessment of interns will incorporate criteria embodied in state guidelines for internship assessment and approved local evaluation plans of the school system.
- B. The plan will describe the process and procedures for both formative and summative evaluation of interns.

VII. Development and Approval of Internship Plans

- A. Internship plans will be jointly developed by the local school system and the institution of higher education, and approved by the State Board of Education. Plans may incorporate several school systems working with one institution or several institutions working with one school system.
- B. Internship plans must be submitted to the State Department of Education by October 1 preceding the school year each plan is to be initially implemented or revised. The State Department of Education will review and recommend the plans to the State Board of Education for approval.

VIII. Illustration of Possible Plan

The following is an example of how cooperating school systems and institutions of higher education might organize and implement an internship program. This does not preclude other models or variations which might be employed to meet the above guidelines.

An institution of higher education wanting to develop an internship program seeks out one or more local school systems, other state approved schools, or state special schools interested in participating. The institution and school system create an internship planning team to explore alternatives and develop a plan.

Using the guidelines approved by the State Board of Education, the internship team develops a plan and submits it to the local superintendent, the local board of education, and appropriate administrator(s) in the institution of higher education for approval. Then the plan is submitted to the State Department of Education for review and recommendation to the State Board of Education for approval.

The school system designates a mentor/intern coordinator (e.g., school administrator, teacher, or higher education faculty) who is assigned to the program on a part-time or full-time basis, and teacher mentors who will be assigned to one or more interns with whom they will work on a daily basis. This internship team, which also includes higher education faculty mentors, meets regularly to plan and schedule activities, discuss the progress and needs

of interns, evaluate their own efforts, and make program adjustments. Each principal in whose school interns are placed meets with the internship team to plan intern evaluation.

During the first few weeks of school, interns visit a variety of classes and school activities and meet regularly with their teacher mentors to discuss what they have seen and experienced. The interns also begin teaching on a limited basis (a few classes or subjects) and add teaching load as the year progresses. The interns begin to take some responsibility in extra-curricular activities and school duties. Both teacher mentors and higher education faculty mentors regularly observe interns in the classroom and in their other activities and provide performance feedback.

The interns meet together in a seminar structured and directed by teacher mentors and higher education faculty mentors. The interns also request the inclusion of particular topics and discussion items. They regularly observe each other and hold peer review sessions structured with the aid of their mentors.

Before taking on mentoring responsibilities, all teacher mentors and higher education faculty mentors attend workshops jointly designed by the school system and institution to (1) acquaint them with the important features of the participating school system and institution of higher education, (2) acquaint them with the details of the approved internship plan, and (3) assist them in developing mentoring skills. Throughout the year, mentors attend follow-up sessions which provide them with additional training and enable them to provide feedback about the ongoing internship program.

The principal meets regularly with each internship team during the year to review intern progress and performance evaluation data collected by various parties. Some interns have been placed in two different schools during the year to ensure diversity of teaching experience. In each of these cases, the school system has designated the principal in whose school the intern has spent the most time as the “recommending” principal. However, performance evaluation data from both school settings are used in making the teacher licensure recommendation at year’s end.

ENHANCED STUDENT TEACHING PLAN GUIDELINES

Date Standards Adopted or Most Recent Revision: 1988
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: May 1, 1994

Introduction

The enhanced student teaching experience is a planned professional semester which includes full day teaching and observation activities as an initial step in the induction process for teacher candidates. The experience of each individual student teacher is planned jointly by the institution of higher education and the local school system with significant input from principals and teachers.

Student teachers will spend at least 15 weeks (one semester) in full day classroom teaching experiences. The professional semester will focus on direct teaching experience in at least two classrooms which may be at different schools. Regular seminars will be held with higher education faculty to focus on application and analysis of teaching knowledge in the classroom, but no other courses may be taken by student teachers during the professional semester. Cooperating teachers will assume mentoring roles and orchestrate, in cooperation with higher education faculty mentors, the activities of student teachers in the classroom. Orientation, continuing training, and support will be provided cooperating teachers and faculty mentors to enhance their abilities in mentoring and supervision.

The beginning and ending of the professional semester will normally be defined by the calendar of the institution of higher education and coordinated with the schedule of the local school system. The beginning and/or ending of the local school system semester will be incorporated when possible. The performance of student teachers will be evaluated by cooperating teachers and supervising higher education faculty with shared responsibility for formative evaluation. Summative evaluation will be the responsibility of higher education faculty with significant input from and consultation with members of the student teaching team. Each institution will determine instruments and procedures for evaluation and utilize the local evaluation model where possible.

Successful completion of the professional semester, along with completion of required course work for a baccalaureate degree, will be utilized by the institution in recommending first year apprentice (beginning teacher) licensure status for the teacher candidates.

I. General Elements of Enhanced Student Teaching

- A. The professional semester program of student teaching will be planned jointly by the institution of higher education and local school system and involve significant input from the principals and cooperating teachers.

- B. The professional semester will include full day teaching and observation activities.
- C. The plan will provide individual student teachers a coherent program of observation and teaching experiences with students with diverse teaching needs and varied backgrounds. It will build upon practicum experiences in the professional education core of the teacher preparation program.
- D. During the professional semester, regular seminars will be held with higher education faculty to focus on application and analysis of teaching knowledge in the classroom. No other courses may be taken by student teachers. In exceptional cases, student teachers may seek the approval of the head of the college or department of education to take no more than one additional course during student teaching provided: (1) the course does not interfere with the student teacher's full participation in all activities associated with student teaching and (2) no other opportunity exists for the student to take the course before completion of the teacher education program.
- E. Each student teacher will be assigned to a team of cooperating teachers who will assume mentoring roles and orchestrate the student's activities in the classroom.
- F. The cooperating teachers and supervising faculty member(s) from the institution of higher education will meet regularly with the student teachers to provide instruction and analysis of classroom teaching techniques.
- G. Cooperating teachers will be selected according to criteria which include teaching experience, appropriate certification, evaluation as a highly competent teacher, and willingness to assume the roles expected of a mentor.
- H. Higher education faculty mentors from major areas of study and/or the professional education unit who are responsible for student teaching will receive training in supervision and will be responsible for mentoring and modeling effective teaching.
- I. The cooperating teachers and higher education faculty mentors will cooperatively supervise the experience of student teachers with shared responsibility for formative evaluation.
- J. Responsibility for summative evaluation will be assumed by higher education faculty with significant input from and consultation with cooperating teachers and principals.

- K. Sites for all placements of student teachers will be selected in public schools according to criteria which ensure experiences consistent with the goals of the teacher preparation program and licensure standards. Non-public schools may serve as placement sites for a portion of the student teaching experience; however, the nonpublic schools must be state approved or accredited as indicated by SDE Categories 1, 2, or 3. SDE Categories 4 and 5 schools are not acceptable placement sites.
- L. Successful completion of the student teaching semester and attainment of the requisite knowledge and skills for a baccalaureate degree are required to obtain a recommendation for apprentice (beginning teacher) licensure status.
- M. The plan will describe an evaluation plan that provides evidence relating to matters specified by the institution as proposed outcomes of the program.

II. Eligibility of Teacher Candidates for Student Teaching

- A. Teacher candidates who elect a teacher preparation program without an internship will complete a planned professional semester of student teaching.
- B. Prior to entering the professional semester, the teacher candidate will have attained the knowledge and skills constituting the general education core, much of the knowledge and skills constituting the major in a qualified teaching area, and an introduction to the knowledge and skills constituting the professional education core.
- C. The plan will include a description of the criteria and process for student teacher placement which, at a minimum, will maximize opportunities for minority candidates, address personal qualifications, and require appropriate and rigorous academic preparation.
- D. While it is anticipated that most candidates will complete student teaching as part of the undergraduate program, some candidates may decide to complete student teaching after completion of the baccalaureate degree.

III. Selection and Assignment of Cooperating Teachers and Faculty Mentors

- A. The plan will specify the selection process for cooperating teachers. At a minimum, teachers who serve as cooperating teachers should meet the following requirements:
 - 1. At least four years of full-time teaching experience.
 - 2. Appropriate certification (licensure).

3. Evaluation as a highly competent teacher through either local assessment and/or state evaluation procedures.
 4. Willingness to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).
 5. Ability to work as a team member and facilitate learning experiences including pedagogical instruction.
- B. The plan will specify the maximum number of student teachers to be assigned to each cooperating teacher during any one semester.
- C. The plan will specify the selection process for higher education faculty mentors. At a minimum, faculty who serve as mentors of student teachers should meet the following requirements:
1. Evaluation as a highly competent role model for teachers.
 2. Appropriate professional experience for grade levels supervised.
 3. Ability to demonstrate effective teaching strategies and methods.
 4. Willingness to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).
 5. Willingness to stay current with the latest research on teaching and learning.
 6. Ability to work as a team member and facilitate professional learning experiences including pedagogical instruction.
- D. The plan will specify the maximum number of student teachers to be assigned to each higher education faculty mentor.
- E. The plan will provide for joint orientation, continuing training, and support for cooperating teachers and higher education faculty mentors. Planned professional development opportunities for teachers and faculty related to the knowledge base of teaching, mentoring, research and practice, and supervision should be outlined in the plan.
- IV. Role and Responsibility of Cooperating Teachers and Faculty Mentors
- A. The plan will include job descriptions for cooperating teachers, faculty mentors, principals, and any other individuals who will be part of the student teaching team.
- B. The cooperating teacher will play a critically important support role in the student teaching experience. Mentoring is a professional assignment and the job description for cooperating teachers should incorporate at least the following responsibilities:
1. Supervise student teacher instructional activities, observe

2. Demonstrate effective classroom instruction to student teachers.
3. Meet regularly with student teachers to provide assistance in the following: curriculum and instructional planning, diagnosing learner needs and differences, evaluating student progress, classroom management, selecting teaching strategies and instructional materials, and school acculturation.
4. Meet regularly with higher education faculty mentors to identify student teacher needs, plan assistance strategies, discuss student teacher progress, and participate in orientation and training for the student teaching teams.
5. Provide pedagogical instruction to student teachers as determined in cooperation with the student teaching team.
6. Provide input to higher education faculty mentors in the summative evaluation of student teachers.

C. The higher education faculty mentor will play a critical coordinating role in the professional semester in addition to determining the success of individual student teachers relative to completion of experiences required for academic credit. The faculty mentor's assignment should incorporate at least the following responsibilities:

1. Initiate, arrange, and participate in meetings of the student teaching team to identify each student teacher's needs, plan assistance strategies, and discuss student teacher progress.
2. Communicate with the school principal and cooperating teachers regarding each student teacher's experiences and evaluation.
3. Observe and coach the student teachers in improvement of teaching performance and in other aspects of professional development.
4. Demonstrate effective classroom instruction to student teachers, as required and appropriate, in cooperation with the student teaching team.
5. Meet regularly with cooperating teachers to identify student teacher needs, plan assistance strategies, discuss student teacher progress, and participate in orientation and training for the student teaching teams.
6. Provide periodic and frequent formative evaluation of each student teacher's progress and a summative evaluation for the attainment of student teaching course credit.

D. The principal of the school where the student teachers have their primary assignment has responsibility for overseeing the implementation of the student teaching plan and assisting the

higher education faculty mentors in evaluating the student teachers. The principal (or designee) should carry out at least the following responsibilities relative to student teaching:

1. Coordinate the implementation of the student teaching plan for their school.
2. Assist cooperating teachers in orienting student teachers.
3. Observe the student teachers and assist higher education faculty mentors by providing feedback.

V. Student Teaching Site Selection, Assignments, and Schedule

- A. The plan will include the process by which individual student teaching sites will be identified, selected, and approved by the institution of higher education and local school systems. Sites may include the state's special schools.
- B. The plan will address the criteria by which student teaching sites are selected. The criteria should incorporate at least the following:
 1. Expressed willingness of principals and teachers at the selected schools to serve as mentors and evaluators of student teachers.
 2. Evidence of an effective instructional program at the selected schools.
 3. Commitment by school system officials to the enhanced student teaching program.
 4. Appropriate setting in one or more schools to provide for a variety of experiences and opportunity to teach students with diverse learning needs and varied backgrounds.
- C. The plan will outline the basic schedule for student teachers during the professional semester and specify those time periods when the student teachers will be teaching, engaging in other school activities, or participating in seminars.
- D. The plan will briefly outline or describe the types of activities and experiences which will be part of the professional semester.
- E. The plan will describe the requirements for completion of the professional semester by student teachers and outline the causes and procedures by which a student teaching experience can be terminated.
- F. The plan will describe how earlier practicum experiences, the professional education core, and the major will be related to the professional semester.

- G. The plan will outline the time requirements for cooperating teachers in observing, coaching, evaluating, and other activities relative to contact with student teachers and participation in training for the student teaching team.

VI. Assessment of Student Teachers

- A. Assessment of student teachers will incorporate criteria embodied in state guidelines for student teacher assessment and approved local evaluation plans of the school system.
- B. The plan will describe the process and procedures for both formative and summative evaluation of student teachers.

VII. Development and Approval of Enhanced Student Teaching Plans

- A. The institution's plan for the professional semester of student teaching will be approved as part of the higher education institution's regular approval to provide teacher education programs or will be submitted to the State Department of Education by February 1 preceding the school year in which the plan is to be initially implemented or revised.
- B. The State Department of Education will review and recommend enhanced student teaching plans to the State Board of Education for approval.
- C. Each individual student teacher's professional semester, which is jointly planned by the institution of higher education and the local school system, must comply with the institution's approved enhanced student teaching plan.

Tennessee Standards for Teaching: A Guide For Mentoring

Date Standards Adopted or Most Recent Revision: 2001
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: Current

Background

Since 1988, Tennessee has sought to improve the preparation of new teacher candidates. Institutions of higher education, working in partnership with PreK-12 schools, have developed rigorous new preparation programs designed to enhance teachers' abilities to provide opportunities for all students to meet high standards. New teachers complete an academic major, focused professional studies, and a full semester of student teaching or a full year internship.

Tennessee has adopted the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) as the model by which new teachers are prepared. At the same time that teacher education institutions were revising their programs to meet the INTASC standards, Tennessee was implementing a new *Framework for Evaluation and Professional Growth*, also based on the standards. The framework is now in place in all school systems and school administrators have been provided training in using the framework to evaluate and encourage professional development in their teachers. The domains and indicators of the framework are provided in the Appendix. This document is closely linked to the framework and to the INTASC standards.

Purpose

What has been missing, however, has been support to teachers during their first years of teaching. Teachers need the support of a mentor and need intensive learning activities that build on their pre-service preparation and lead to lifelong professional development. The *Tennessee Standards for Teaching: A Guide for Mentoring* addresses these needs. The standards represent an extension of the framework. The standards are designed to be used by teachers to:

- Prompt reflection about student learning and teaching practice;
- Formulate professional goals to improve teaching practice;
- Guide, monitor and assess the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks.

The *Tennessee Standards for Teaching: A Guide for Mentoring* recognizes that teaching and learning are complex processes that are interdependent and occur in a variety of contexts. A vision of teaching in Tennessee must emphasize relationships between the various aspects of teaching and learning:

knowledge of students, subject matter, curriculum, and instructional strategies are ultimately linked to how the teacher plans instruction and assesses student learning.

Teaching requires continuous growth in order to engage increasingly diverse students in a rapidly changing world. Teachers are never “finished” as professional learners, no matter how excellent their formal preparation. Schools must give particular attention to the early years of each teacher’s career. The standards are also appropriate for growth of professional educators throughout their careers. Mentors also benefit from the professional growth that occurs as part of the reflection done as they use the document.

The *Tennessee Standards for Teaching: A Guide for Mentoring* is designed to assist beginning teachers and their mentors in a beginning teacher support program and all teachers seeking to grow professionally in their careers. They are organized around the same six interrelated categories of teaching practice that comprise the *Framework for Evaluation and Professional Growth*. The six standards are for:

- Planning and Designing Instruction for all Students
- Teaching and Engaging All Students in Learning
- Assessing Teaching and Learning
- Creating and Maintaining Effective Learning Environments
- Developing as a Professional Educator
- Communicating for Effective Understanding

In the following pages each standard is accompanied by questions that encourage teachers to explore aspects of teaching practice throughout their careers. In order to foster ongoing reflection and insights into teaching, the questions are introduced with the stem, “How do I....” The questions can also be phrased “Why do I....,” which encourages teachers to examine the rationale for key aspects of their teaching. Teachers using the standards will recognize that there are some overlaps among the six standards and questions. These overlaps underscore the interrelationships and complexities of teaching.

Implementation

The standards were approved by the Advisory Council on Teacher Education and Certification for use during the 2000-2001 school year with the understanding that they would be reviewed following the first year’s experience. The Advisory Council and the State Board of Education approved minor additions to the document in July 2001.

The State Department of Education will train school teams in the use of the standards for beginning teacher support programs under the auspices of a Title II Teacher Enhancement Project Grant. If the Education Reform Act of 2001 is funded, additional school teams will receive training and support.

Acknowledgement

In the development of the standards, Tennessee has learned a great deal from the experience of California's highly successful Beginning Teacher Support and Assistance program. In California, school systems which have fully implemented the program have seen an increase in teacher competence and growth and a dramatic reduction in attrition of new teachers. Staff members from the California Commission on Teacher Credentialing and the California Department of Education have provided valuable suggestions and assistance. While the standards in this document are Tennessee standards (based upon the *Tennessee Framework for Evaluation and Professional Growth*), many of the reflecting questions have been drawn from the *California Standards for the Teaching Profession* (1997).

In addition, these standards incorporate suggestions made by Tennessee mentors and beginning teachers who developed mentoring programs and who used this document during the first year of the Title II grant (2000-01).

Standard I: Planning And Designing Instruction For All Students

A. Teachers establish appropriate instructional goals and objectives.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Establish short-term and long-term goals that are developmentally appropriate for the specific students I am teaching?
- Develop short-term and long-term plans that build on and extend student understanding of subject matter?
- Incorporate students’ knowledge and experiences in my curriculum and instructional planning?
- Select goals and sequence curriculum to promote understanding, critical thinking, and problem solving?

B. Teachers plan instruction based upon knowledge of subject matter, students, the community, and curricular goals.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Incorporate relevant national, state, district, and grade level standards into the learning expectations I hold for each student?
- Use formal and informal assessment results to plan short-term and long-term goals and to address identified student needs?
- Ensure that each instructional activity is related to an identifiable learning expectation?
- Use my knowledge of development and subject matter to organize and sequence the curriculum to increase student understanding?
- Plan instructional strategies appropriate to the complexity of the lesson content and student learning needs?
- Organize curriculum to ensure that students develop a deep understanding of core concepts in the subject matter?
- Develop units and lessons that highlight themes within and across subject matter areas?
- Sequence instruction to help students see relationships and connections across subject areas?
- Identify and integrate key concepts, skills, and methods of inquiry across subject matter areas?
- Select and use subject matter resources, human resources, materials and technologies that best promote student understanding of the subject’s key concepts?
- Choose and adapt instructional resources and technologies to make subject matter relevant to students’ experiences and interests?

- Plan instruction that connects subject matter to real life and future careers?
- Make decisions about organizing curriculum to allow enough time for student learning, review and assessment?

C. Teachers plan instructional opportunities that are adapted to diverse students.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Recognize differences in cognitive and linguistic development in my students?
- Ensure that the learning expectations are appropriate to students’ physical and emotional development, language acquisition, or other special needs?
- Establish learning goals that address the diverse languages, experiences and expectations impacting my classroom?
- Use my understanding of the cultures of my students’ communities to plan curriculum and instruction?
- Plan to ensure access to diverse academic content for all students?
- Select and use learning materials and resources that reflect the diversity in my classroom?
- Ensure that different cultural perspectives are included in the subject matter?

Standard II: Teaching And Engaging All Students In Learning

A. Teachers demonstrate an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provide students access to this information through experiences that make the subject matter meaningful.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Understand the central concepts and underlying assumptions in the subject area(s) to be taught?
- Incorporate diverse subject matter perspectives in my planning?
- Continue to keep my subject matter knowledge current?
- Use multiple representations of subject content?
- Use a variety of instructional strategies and technologies well suited to teaching a particular subject matter?
- Use a variety of instructional strategies and technologies to illustrate a concept and its connections within and across subject areas?

- Use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that all students understand?
- Vary my instructional strategies to increase students' active participation in learning?
- Sequence subject matter concepts to support student learning?
- Use my knowledge of subject matter and my students to pace instructional activities over time?
- Provide opportunities for all students to learn at their own pace in my daily, weekly, and unit plans?
- Design instructional activities so that all students participate in setting and achieving learning goals?

B. Teachers demonstrate an understanding of and use a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills.

Questions: As teachers develop, they may ask, "How do I..." or "Why do I..."

- Provide opportunities for all students to think, discuss, interact, reflect and evaluate content?
- Engage all students in problem solving activities and encourage multiple approaches and solutions?
- Provide opportunities for all students to learn and practice skills that support the achievement of the instructional goals?
- Help all students to analyze and draw valid conclusions about content being learned?
- Build on students' comments and questions during a lesson to extend their understanding?
- Help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?
- Engage all students in a variety of learning experiences that accommodate the different ways they learn?
- Use technology to enhance learning?
- Ask questions or facilitate discussion to clarify or extend students' thinking?

C. Teachers use an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning.

Questions: As teachers develop, they may ask, "How do I..." or "Why do I..."

- Help students to see the connections between what they already know and the new material by relating subject matter concepts to previous lessons?
- Help students to connect classroom learning to their life experiences and cultural understandings?
- Motivate all students to initiate their own learning and to strive for challenging learning goals?
- Establish clear learning goals for each activity or lesson in order to make the learning meaningful for students?
- Help all students to develop and use strategies for accessing knowledge and information?
- Facilitate students' development of employability skills?
- Help all students to apply learning from different curricular areas to solve problems?
- Enhance student ownership of learning by building on understanding of my students' cognitive, linguistic, social, emotional, and physical development?
- Use my knowledge of subject matter to help students construct their own knowledge?
- Build on students' life experiences, prior knowledge, and interests to make the content relevant and meaningful to them?
- Help students develop enthusiasm for and a deep knowledge of the subject matter?
- Modify materials and resources and use appropriate adaptive equipment to support each student's fullest participation?
- Make use of unexpected events to augment student learning?
- Help students to learn, practice, internalize and apply subject-specific learning strategies and procedures?
- Encourage all students to ask critical questions and consider diverse perspectives about subject matter?

Standard III: Assessing Teaching And Learning

A. Teachers use appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and use this information to make instructional decisions.

Questions: As teachers develop, they may ask, "How do I..." or "Why do I..."

- Establish and communicate learning expectations for students?
- Use a variety of assessments to determine what my students know and are able to do?
- Select, design and uses assessment tools appropriate to what I am assessing?
- Interpret this information to make initial and ongoing instructional decisions?

- Gather and use information about students and their learning from a variety of sources including prior teachers, families, and guidance counselors.
- Use a range of assessment strategies to implement and monitor individualized student learning goals, such as IEP goals?
- Use multiple sources of information to report student progress and grades?

B. Teachers communicate student status and progress to students, their parents and appropriate others.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Organize and maintain records of student work and performance?
- Review and revise learning expectations with students and provide feedback to focus them on what needs to be done to move to the next level?
- Provide students with information about their progress as they engage in learning activities?
- Regularly communicate learning expectations and results of assessment to students, their families and appropriate others?

C. Teachers reflect on teaching practice by evaluating continually the effects of instruction.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Learn about my teaching as I observe and interact with my students?
- Reflect on my instructional successes and dilemmas to move my practice forward?
- Analyze my teaching to understand what contributes to student learning?
- Use a variety of assessment techniques to evaluate the effectiveness of the implemented curriculum and instructional strategies?
- Use informal assessment information to recognize when a lesson is falling apart, what to do about it, or when and how to revisit content that has been taught?
- Use assessment data to plan more effective ways for my teaching of subject matter concepts and processes?
- Collect, select, and reflect upon evidence of student learning and use this evidence to guide my planning?
- Develop and use tools and guidelines that help my students assess their own work and use their findings to understand and monitor their own learning goals?

- Encourage students to describe their own learning processes and progress and learn from the work of their peers?

D. Teachers evaluate student performance and determine the amount of progress.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Evaluate student academic achievement and determine the amount of progress?
- Use standardized tests, diagnostic tools and developmental assessments to understand student progress?
- Assist students in monitoring their own progress toward meeting learning goals?

Standard IV: Creating And Maintaining Effective Learning Environments

A. Teachers create a learning environment that supports development of student abilities.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Create a classroom environment that promotes social development and student learning, and creates opportunities for independent and collaborative learning?
- Provide a variety of structures to promote student interaction and learning?
- Teach leadership skills and provide opportunities for students to use them?
- Use classroom rules to support students in assuming responsibility for themselves and one another?
- Create opportunities for students to become self-directed learners?
- Support and monitor student autonomy and choice during learning experiences?
- Facilitate the development of each student’s self esteem?
- Encourage risk-taking and creativity in my classroom?
- Encourage, support and recognize the achievements and contributions of all students?
- Help students become respectful of differences and value diverse perspectives?
- Develop classroom procedures and routines that promote and maintain a climate of fairness, equity and respect?

- Establish and consistently maintain equitable standards for behavior that reflects students' developmental and personal needs?
- Facilitate student participation in classroom decision-making and conflict resolution?

B. Teachers manage classroom resources effectively.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Arrange the room to facilitate individual and group learning opportunities?
- Make the classroom environment physically safe and accessible for all students?
- Structure time so that student learning is supported, ensuring enough time for movement from one learning activity to the next?
- Manage student and teacher access to materials, technology and resources to promote learning?
- Help students make decisions about managing time and materials during learning activities?

Standard V: Developing As A professional Educator

C. Teachers collaborate with colleagues and appropriate others.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Work with my colleagues and the school community to improve professional practice?
- Collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met?
- Engage in thoughtful dialogue and reflection with colleagues to enhance learning or to solve teacher-related problems?
- Exhibit productive leadership and team membership skills that facilitate the development of mutually beneficial goals?
- Respect the student's community and appreciate its role in student learning?

D. Teachers reflect on teaching practice and engage in professional development.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Assess my growth as a teacher over time?
- Provide evidence of performance levels and articulate strengths and priorities for growth?
- Formulate professional development plans that are based on my reflection and analysis?
- Engage in relevant professional development activities and implement new leanings?
- Expand my knowledge of new instructional methods and technologies?
- Continue to seek out and refine approaches that make the curriculum accessible to every student?
- Use professional literature and professional development opportunities to increase my understanding of teaching and learning?
- Use observations and feedback of colleagues to improve my teaching?
- Utilize the resources of professional organizations to support my own professional growth?

E. Teachers perform professional responsibilities efficiently.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Maintain appropriate student records that are accurate and up-to-date?
- Complete assigned tasks on schedule?
- Maintain a satisfactory record of punctuality and attendance?
- Adhere to applicable policies and procedures?
- Participate in making and implementing school-wide decisions?
- Respect the privacy of students and maintain confidentiality of information?
- Demonstrate knowledge of my legal and professional responsibilities and implement appropriate laws addressing student learning, safety and behavior?
- Promote appropriate personal and professional relationships with colleagues?

Standard VI: Communicating For Effective Understanding

A. Teachers use appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others.

Questions: As teachers develop, they may ask, “ How do I...” or “Why do I...”

- Ensure that my communication is clear and concise?
- Recognize nonverbal cues and interpret the message they convey?
- Encourage a two-way flow of communication?
- Elicit others' input into productive dialogues?
- Match communication strategies with the needs of a specific audience, purpose or situation?
- Demonstrate sensitivity to cultural dimensions of communication?
- Utilize diverse communication technologies?
- Recognize listening as communication skill?

B. Teachers write clearly and correctly.

Questions: As teachers develop, they may ask, “How do I...” or “Why do I...”

- Ensure grammatically correct written communications?
- Design written communications with a specific audience and purpose in mind?
- Produce legible communications that are clear and concise?
- Use a variety of technological tools to enrich written communications?

APPENDIX

Framework for Evaluation and Professional Growth, 1997

GENERAL EDUCATION EVALUATION DOMAINS AND INDICATORS

The following areas will be used to assess teaching performance.

I. PLANNING

- A. Establishes appropriate instructional goals and objectives
- B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals
- C. Plans instructional opportunities that are adapted to diverse students

II. TEACHING STRATEGIES

- A. Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful
- B. Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills
- C. Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning

III. ASSESSMENT AND EVALUATION

- A. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions
- B. Communicates student status and progress to students, their parents, and appropriate others
- C. Reflects on teaching practice by evaluating continually the effects of instruction
- D. Evaluates student performance and determines the amount of progress

IV. LEARNING ENVIRONMENT

- A. Creates a learning climate that supports the development of student abilities
- B. Manages classroom resources effectively

V. PROFESSIONAL GROWTH

- A. Collaborates with colleagues and appropriate others
- B. Engages in professional development
- C. Performs professional responsibilities efficiently

VI. COMMUNICATION

- A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others
- B. Writes clearly and correctly

POST-BACCALAUREATE TEACHER EDUCATION PLAN GUIDELINES

Date Standards Adopted or Most Recent Revision: 2001
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: Current

Introduction

Institutions of higher education may apply to the state to offer post-baccalaureate teacher education programs. The post-baccalaureate teacher education program will be designed to attract talented individuals and those seeking to change careers who have the potential to become good teachers. It will not serve as an emergency credentialing program. Teacher candidates in post-baccalaureate teacher education programs will be those individuals who have completed baccalaureate degrees but who did not complete teacher preparation. Candidates must be highly capable individuals and must demonstrate good potential to become teachers. Candidates will be screened by a committee consisting of both higher education and school personnel.

The post-baccalaureate teacher education program will incorporate either an internship or enhanced student teaching experience (clinical practice), planned jointly by local school system(s) and institution(s) of higher education with significant input from principals and teachers. Institutions will require candidates to address any gaps in their undergraduate education to ensure the attainment of the knowledge and skills required in general education, professional education, and the major for the teaching field. Additional course work may be required based upon assessment of the knowledge and skills demonstrated by the candidate when admitted to the program or through assessment of performance during the induction experience.

Teacher candidates in post-baccalaureate programs will complete at least an entire summer or full semester carrying a full load of course work in professional education including laboratory/field experiences prior to entering an induction experience. The induction experience (clinical practice) must be structured in accordance with the state guidelines for the internship or enhanced student teaching. Additional course work to meet other knowledge and skills required in general education, professional education, or the major will be completed during and/or following the induction experience. Course work may be offered at either the graduate or undergraduate level.

Teacher candidates who complete an induction experience (clinical practice) of the full year paid internship will have that count as the first year of the apprentice license. If candidates complete a semester of enhanced student teaching, they will be eligible for the first year apprentice licensure.

I. General Elements of the Plan

- A. The plan will provide for a minimum twelve (12) calendar month program of substantially full-time study. This minimum applies to candidates with no prior professional education study.
- B. The plan will require applicants to be highly capable individuals who are either seeking to change careers or who have recently graduated from a baccalaureate program but did not complete teacher preparation. Applicants accepted into the program must meet high academic criteria and be able to attain passing scores on tests of knowledge and skills required in Tennessee.
- C. The plan will provide for the screening of individual applicants by a committee consisting of both institution and school personnel.
- D. The plan will describe in detail how the institution will provide candidates with preparation necessary to demonstrate the knowledge and skills outlined in general education, professional education, and the major for the teaching field.
- E. The plan will describe how joint planning between arts & sciences and education faculty will be accomplished with regard to curriculum planning, and the screening, advisement, and assessment of individual applicants.
- F. The plan will not be designed to serve as an emergency credentialing program.
- G. The plan will require candidates to complete at least an entire summer or a full semester carrying a full load of professional education course work prior to entering an induction experience.
- H. The plan will describe how laboratory/field experiences will be included in professional education course work prior to the induction experience.
- I. The plan will include an induction experience (clinical practice) structured in accordance with the state guidelines for the full year internship or enhanced student teaching. The plan will utilize the state guidelines for internships and/or enhanced student teaching in designing, financing, and implementing the induction experience.
- J. The plan will describe how joint planning of the induction experience (clinical practice) will be accomplished between institutions of higher education and local school systems or state special schools.

- K. The plan will provide for periodic and frequent formative evaluation of the candidates by both the institution of higher education and the local school system. The final evaluation of teacher candidates will be consistent with the procedures applicable to the induction experience utilized by the program.
- L. The plan will describe how the institution will assess academic capabilities, career intentions, teaching effectiveness, and other matters specified by the institution as proposed outcomes of the program.

II. Eligibility of Applicants for Post-Baccalaureate Teacher Education Programs

- A. Graduates of baccalaureate programs who did not complete teacher preparation will be eligible to apply.
- B. Applicants must demonstrate good potential to become teachers and meet the following requirements:
 - 1. High academic standing in their baccalaureate program and/or demonstrated success in a career field related to the teaching area for which they will seek teaching licensure.
 - 2. Admission standards comparable to those required of candidates entering undergraduate teacher education programs, including passing scores on required tests of knowledge and skills required in Tennessee.
 - 3. Positive recommendations from faculty members and/or previous employers, and the post-baccalaureate teacher education program screening committee.
- C. The plan will include a description of the criteria and process for selection of applicants which, at a minimum, will:
 - 1. Include an analysis of the applicant's undergraduate degree program relative to the knowledge and skills for general education and the major.
 - 2. Include interviews.
 - 3. Maximize opportunities for minority candidates.
 - 4. Address personal qualifications.
 - 5. Require appropriate and rigorous academic preparation.

III. Development and Approval of Post-Baccalaureate Teacher Education Programs

- A. The plan for post-baccalaureate teacher education programs will be developed by the institution of higher education and approved by the State Board of Education. Plans may incorporate several

school systems working with one institution or several institutions working with one school system.

- B. The plan for post-baccalaureate teacher education programs must be submitted to the State Department of Education by February 1 preceding the school year the plan is to be implemented or revised. The State Department of Education will review and recommend the plan to the State Board of Education for approval.
- C. The post-baccalaureate teacher education programs will be initially approved as experimental programs. The State Department of Education will annually review the status of each approved plan and incorporate final review into the institution's teacher education program approval, once that process is fully implemented under the new state licensure standards and guidelines.

Facilitating Admission to Post-Baccalaureate Programs: Implementation Guidelines

Date Standards Adopted or Most Recent Revision: 2001

Date Institutions Must Submit To DOE: Current

Date Candidates Must Meet Standards: Current

Introduction

The rules governing Post-Baccalaureate programs (0520-2-3-.12(5)) state: “Institutions shall require candidates to address any deficiencies in their undergraduate education to ensure the attainment of the knowledge and skills required in general education, professional education, and the major for the teaching field; additional course work may be required based upon assessment of the knowledge and skills demonstrated by the candidate when admitted to the program or through assessment of performance during the induction experience.”

Prospective teachers perceive that there is a great deal of variation in requirements in general education and the teaching field among the various teacher preparation programs. Apparently, the problem exists primarily in the secondary teaching areas.

As part of the Title II grant, Tennessee addressed this problem by developing guidelines for faculty members to refer to when evaluating transcripts.

The following were developed by the Advisory Council on Teacher Education and Certification and by a focus group convened at a meeting of the Tennessee Association of Colleges of Teacher Education. In evaluating for knowledge and skills in general education and in the subject specialty area, institutions of higher education will look for one or more of the following:

General Education

1. Look for distribution among the five areas: math, science, social science, humanities, and communications. Require course work only for gross discrepancies.
2. Ask candidates to undertake a self-assessment of the knowledge and skills. Ask them to develop a portfolio showing how they meet or propose to meet the knowledge and skills.
3. Develop a bridge program enabling candidates to satisfy general education requirements through independent study.
4. Ask the candidate to gather evidence demonstrating competence in the knowledge and skills and have an employer verify the competence.

5. Demonstrate competency through some generally recognized test.

Subject Specialty Area

1. Look for the equivalent of study roughly equivalent to a major or minor in the teaching field.
2. Ask candidates to undertake a self-assessment of the knowledge and skills in the subject area. Ask them to develop a portfolio showing how they meet or propose to meet the knowledge and skills.
3. Allow candidates to test out of subject areas, through CLEP or other means. Consider successful completion of the Praxis test for the subject area as one piece of evidence among many.
4. Ask the candidate to gather evidence demonstrating competence in the knowledge and skills and have an employer verify the competence.
5. For endorsements in early childhood education, elementary education and middle grades education, allow any major acceptable under the related licensure standards (not just the one that the institution itself offers for elementary teachers).
6. Develop a Masters of Arts in Teaching degree for a specific content area, such as math education, and specify standards for the degree.

Transitional Licensure Policy

Date Standards Adopted or Most Recent Revision: July 31, 2009
Date Programs Must Submit To DOE: Current
Date Candidates Must Meet Standards: September 1, 2009

The purpose of transitional licensure preparation is to recruit and select highly qualified individuals, ranging from promising recent college graduates to seasoned professionals, who can bring maturity and a variety of work experiences to the teaching profession and prepare them for successful teaching in Tennessee schools.

Transitional licensure preparation programs may be offered by Tennessee institutions of higher education (IHEs) in partnership with Tennessee local education agencies (LEAs), Tennessee LEAs, education-related organizations in partnership with Tennessee LEAs, and the Tennessee Department of Education (DOE). Transitional licensure programs are based on teacher preparation standards adopted by the Tennessee State Board of Education (SBE). Although the SBE adopted standards establish a foundation for teacher preparation program development, transitional licensure programs may and are encouraged to include components that exceed the adopted standards.

Characteristics of transitional licensure preparation programs include, but are not limited to, the active recruitment and rigorous selection of individuals who have demonstrated content area expertise, innovative streamlined opportunities for transitional licensed teachers to acquire the professional education competencies, partnerships with local education agencies, immersion of transitional licensed teachers in classroom environments as teachers of record, and induction/ mentoring and professional development support for transitional licensed teachers.

I. Transitional License

The Transitional License is valid for one school year and issued to candidates with a bachelor's degree who have verified knowledge of the teaching content area, have been offered employment as a teacher of record. In addition, candidates must be eligible for admission, admitted to, or enrolled in an approved transitional licensure preparation program. The Transitional License is renewable two (2) times upon satisfactory progress toward completion of the approved transitional licensure preparation program. Individuals may teach on a transitional or alternative license, of any kind, for a maximum of three years.

II. Candidate Eligibility

- A. Candidates must have earned at least a bachelor's degree from a regionally accredited institution of higher education.
- B. Candidates must verify teaching content area requirements by one of the following:

1. Completion of an academic major in the teaching content area; or
 2. Documentation of at least twenty-four (24) semester hours in the teaching content area; or
 3. Successful completion of Praxis II content knowledge test required for each teaching area endorsement sought.
- C. Candidates are eligible to be employed on the Transitional License in all teaching areas. Teaching areas refer to employment as teachers of record and assignment to classrooms for providing direct, on-going instruction to students. Transitional licensed teachers may be assigned to itinerant teaching positions such as special education teachers who provide direct instruction to students in more than one school.
- D. In addition to the Professional Education Core Competencies, candidates may be required to address any identified knowledge and skill deficiencies specified for the teaching content area.
- E. Candidates must be eligible for admission, admitted to, or enrolled in an approved transitional licensure preparation program.
- F. Individuals may be employed as a School Counselor on the Transitional License. The School Counselor Program Implementation Standards of the SBE adopted School Counselor licensure standards describe the eligibility requirements. The program components of the Transitional License Policy do not apply to School Counselors employed on the Transitional License.

III. Organizations Eligible to Offer Transitional License Preparation Programs and Eligibility Requirements

Organizations seeking approval to offer transitional licensure preparation programs and to recommend candidates for licensure must meet the respective eligibility criteria.

- A. Tennessee IHEs approved by the SBE for teacher education in partnership with Tennessee LEAs.
1. Preconditions (Appendix A).
 2. Professional Education Unit Standards (Appendix B).
 3. Professional Education Core Competencies (Appendix C).

- B. Tennessee LEAs.
 - 1. Preconditions (Appendix A) including verification of SACS District Accreditation or approved (DOE category 1, 2, 3, and/or 7) non-public school/school system.
 - 2. Professional Education Unit Standards (Appendix B).
 - 3. Professional Education Core Competencies (Appendix C).
- C. Education-related Organizations in partnership with Tennessee LEAs.
 - 1. Preconditions (Appendix A).
 - 2. Professional Education Unit Standards (Appendix B).
 - 3. Professional Education Core Competencies (Appendix C).
- D. Tennessee DOE Teach Tennessee Program.
 - Professional Education Core Competencies (Appendix C).

IV. Transitional Licensure Preparation Program Requirements

- A. All transitional licensure preparation programs must adhere to the provisions of the legislatively mandated *Tennessee Teacher Quality Report Card*.
- B. Programs offered by Tennessee IHEs in partnership with Tennessee LEAs as approved through the previously SBE adopted *Alternative Preparation for Licensure Policy* (November 3, 2006) and the DOE Teach Tennessee program may continue program implementation as previously approved. The previously approved programs will recommend program candidates for the Transitional License beginning with the effective date this policy.
- C. Programs offered by Tennessee LEAs and Education-related Organizations in partnership with Tennessee LEAs must include:
 - 1. Verification the program is based on well documented LEA needs. Evidence of LEA needs may include, but are not limited to, items such as use of permits, use of waivers, student performance data on state mandated tests, ACT/SAT performance results, graduation rates, changes in student demographics (e.g., increase in ELL students) etc.;
 - 2. Proven candidate recruitment, selection, and retention components;
 - 3. Candidate GPA requirement for admission is based on a minimum undergraduate cumulative GPA of 2.75 or 3.0 in the last 60 hours;

4. Candidates have been offered employment by a Tennessee LEA or approved (DOE category 1, 2, 3, and/or 7) non-public school/school system;
5. Candidate preparation based on the Professional Education Core Competencies (Appendix C) delivered in two (2) phases, an orientation component and a professional development component;
6. Induction and mentoring components that continue across the full period of transitional licensure for each transitional licensed teacher and are linked to teaching quality and effectiveness;
 - a. Transitional licensed teachers shall receive support from one or more mentor teachers, who have received training in the mentoring process and their role and responsibilities.
 - b. Transitional licensed teachers and their mentors shall receive ongoing professional development.
 - c. Mentors shall meet regularly and frequently with each transitional licensed teacher. Support from mentors and other professional development activities relevant to the needs of transitional licensed teachers will be at least 100 hours during the first year of transitional licensure and 50 hours during each of the second and third years of transitional licensure.
7. Address funding and cost matters including;
 - a. The costs associated with the delivery of the Professional Education Core Competencies;
 - b. Mentoring, including training of mentors, stipends for mentors, released time, and substitute teacher reimbursement; and
 - c. Salary of the teacher employed on the Transitional License.

V. Teacher Evaluation, Licensure Renewal and Licensure Advancement

- A. LEAs shall assess the effectiveness of teachers employed on the Transitional License each year using the same evaluation procedures used in evaluating all other teachers as approved by the SBE.
- B. Each year of successful teaching on a transitional license shall count as one year toward a professional license.

- C. One full year (minimum of ten months full time) of successful teaching shall substitute for the student teaching requirement once the transitional licensure preparation program is completed following the first year of teaching. If completion of the transitional licensure preparation program requires two (2) or more years, then two (2) years of successful teaching shall substitute for the student teaching requirement.
- D. Candidates must successfully complete the orientation component of the Professional Education Core Competencies before the first renewal of the Transitional License (Appendix C).
- E. For second renewal of the Transitional License, candidates must take and pass the Praxis II tests for each endorsement sought as listed in Appendix D.
- F. The transitional licensed teacher will be eligible for apprentice or professional licensure upon the following:
 - 1. Recommendation by the employing LEA superintendent/director of schools for advancement to the apprentice or professional license in accordance with successful completion of local evaluation procedures. Recommendation for apprentice or professional licensure by the school system does not require re-employment;
 - 2. Verification by the approved transitional licensure preparation program of successful completion of the Professional Education Core Competencies (Appendix C), including, if applicable, official transcripts of any additional courses for credit completed;
 - 3. Verification that all required licensure examinations have been passed; and
 - 4. Submission by the teacher of the completed application for advancement to apprentice or professional licensure to the Department of Education, including all required official transcripts and verifications noted above.

VI. Program Approval

The approval of transitional licensure preparation programs is conducted in a similar manner as the approval of other teacher education programs. The DOE implements approval procedures and makes recommendations for SBE final approval. Approval procedures include:

- A. Submission of documentation that supports compliance with each the Preconditions (Appendix A) to determine institutional/organizational eligibility;

- B. Submission by eligible institutions/organizations of a program proposal for conditional approval that includes an alignment of the program with eleven (11) professional education core competences (Appendix C);
- C. Completion of either an on-site program evaluation or off-site program defense conducted by the State Board of Examiners that focuses on compliance with six (6) professional unit standards (Appendix B), and verification of program compliance with the eleven (11) professional education core competencies (Appendix C);
- D. DOE completion of approval procedures and submission of action recommendations to the SBE; and
- E. SBE final approval action.

VII. Out-of State and On-line IHEs or Education-related Organizations in Partnership with Tennessee LEAs

For the employment of transitional licensed teachers, the section that follows applies to partnerships developed among out-of-state or on-line IHEs and Tennessee LEAs or Education-related Organizations that do not have a physical presence in Tennessee and Tennessee LEAs. These programs are not subject to Tennessee program approval described in section VI above. The DOE will determine approval/recognition status of out-of-state or on-line programs after reviewing and evaluating any DOE requested information and material.

- A. **Candidate Eligibility.** All candidates seeking transitional licensure through an out-of-state or on-line program must:
 - 1. Have at least a bachelor’s degree from a regionally accredited institution of higher education;
 - 2. Meet the teaching content area knowledge requirements through one of the following:
 - a. Completion of an academic major in the teaching content area; or
 - b. Documentation of at least twenty-four (24) semester hours in the teaching content area; or
 - c. Successful completion of Praxis II content knowledge test required for each teaching area endorsement sought.
 - 3. Have a verifiable affiliation with an out-of-state or on-line IHE/Education-related Organization that is;
 - a. Regionally accredited or the equivalent for Education-related Organizations (Appendix A, Precondition 8), and

- b. State approved for teacher preparation, by at least one state other than Tennessee, for the licensure endorsement program(s) and appropriate grade level range for the Tennessee endorsement(s) sought; and
 - 4. Have obtained an “intent to hire” statement, including a commitment to provide mentoring, from a Tennessee LEA that submits completed applications for the Transitional License, with supporting documentation, to the Tennessee State Department of Education Office of Teacher Licensing.
- B. **Renewal/Annual Progress.** For first renewal, teachers employed on the Transitional License through an out-of-state or on-line program must demonstrate annual progress toward completion of the applicable licensure requirements. The employing LEA must provide a recommendation in accordance with local evaluation procedures and submit verification of the teacher’s adequate progress toward completing:
 - 1. The requirements of an approved out-of-state or on-line program; or
 - 2. The eleven Tennessee Professional Education Core competencies (Appendix C).
 - 3. For second renewal of the Transitional License, candidates must take and pass the Praxis II tests for each endorsement sought as listed in Appendix D.
- C. **Teacher Evaluation and Apprentice or Professional Level Licensure**
 - 1. **Teacher Evaluation.** The principal, or designee, will be responsible for evaluation of the teaching performance of the teacher.
 - 2. **Apprentice or Professional Licensure.** The teacher will be eligible for apprentice or professional level licensure upon the following:
 - a. Verification by the employing LEA that the teacher has received mentoring and professional development consistent, to the fullest extent possible, with above section IV.C.6.a.-c. It is understood that the collaborative planning between the employing LEA and out-of-state or on-line program may vary.
 - b. Recommendation by the employing LEA for the apprentice license in accordance with local evaluation procedures. Recommendation for apprentice level licensure requires a

minimum of two years teaching on the Transitional License for candidates enrolled in out-of-state or on-line programs;

- c. Verification by the out-of-state or on-line program of successful completion of one of the following:
 - 1. The requirements of the out-of-state or on-line state approved program (other than Tennessee); or
 - 2. The eleven Tennessee Professional Education Core Competencies.
 - 3. Verification that required licensure tests required by Tennessee have been passed; and
 - 4. Submission by the teacher of the completed application for apprentice licensure to the Tennessee State Department of Education Office of Teacher Licensing, including all required official transcripts and/or verifications noted above.

VIII. Effective Dates

- A. Candidates will meet the requirements for Transitional Licensure no later than school year 2009-2010.
- B. Alternative License Type I and Alternative License Type II, will not be issued for school year 2009-2010. Candidates with one (1) or two (2) years of remaining eligibility on Alternative License Type I or Alternative License Type II will be issued the Transitional License for the remaining years of eligibility once applicable renewal requirements are met.
- C. The preconditions documentation (Appendix A) and transitional licensure program proposals that address the eleven (11) professional education core competencies (Appendix C) must be submitted to the DOE not less than 90 days prior to the school year for which approval to begin program implementation is sought. (During the first year of policy implementation, 2009-2010, accommodations may be made regarding this requirement.)

List of Preconditions and Documentation*

Precondition #1. The institution/organization recognizes and identifies a teacher education unit that has responsibility and authority for the preparation of teachers and other teacher education personnel.

1.1 A letter from the institution's/organization's chief executive officer that designates the unit as having primary authority and responsibility for teacher education programs.

1.2 A chart or narrative that lists all teacher education programs offered by the institution/organization (including any nontraditional/alternative programs). The chart or narrative report should depict all of the following that apply: (a) the degree or award levels for each program; (b) the administrative location for each program—for example, School of Education, Department of Music; and (c) the structure or structures through which the unit implements its oversight of all programs. If the unit's offerings include off-campus programs, a separate chart or narrative as described above should be prepared for each location at which off-campus programs are geographically located.

1.3 An institutional/organizational chart of the institution/organization that depicts the teacher education unit and indicates the unit's relationship to other administrative units within the institution/organization.

Precondition #2. A dean, director, or chair is officially designated as head of the teacher education unit and is assigned the authority and responsibility for its overall administration and operation.

2.1 The job description and resume for the institution's/organization's head of the teacher education unit.

Precondition #3. Written policies and procedures guide the operations of the teacher education unit.

3.1 The cover page and table of contents for the documents that contain codified policies and procedures for the unit's operations, including policies and procedures pertaining to its candidates. [If policies and procedures are located on the Internet, photocopies of appropriate web page(s) that indicate links to applicable policies and procedures may be submitted as documentation for this precondition.]

Precondition #4. The teacher education unit has a well developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

4.1 A statement of the vision and mission of the institution/organization and unit.

4.2 A statement of the unit's philosophy, purposes, and goals.

4.3 A statement of the knowledge bases, including theories, research, the wisdom of practice, and education policies, that inform the unit's conceptual framework.

4.4 A description of candidate proficiencies aligned with the expectations in professional, state, and institutional/organizational standards.

4.5 A description of the system by which the candidate proficiencies described in 4.4 are regularly assessed.

Precondition #5. The teacher education unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its program completers.

5.1 A description of the unit's system for evaluating its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its program completers.

Precondition #6. The teacher education unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs and can provide summary reports of candidate performance at exit.

6.1 A photocopy of institution/organization published documentation (e.g., from a catalog, student teaching handbook, application form, or web page) listing the basic requirements for entry to, retention in, and completion of teacher education programs offered by the institution/organization, including any nontraditional/alternative and off-campus programs.

6.2 A brief summary of candidate performance on assessments conducted for admission into programs and exit from them. This summary should include (a) the portion of Title II documentation related to candidate admission and completion that was prepared for the state and (b) compilation of results on the unit's own assessments.

Precondition #7. The teacher education unit's programs are approved by the appropriate state agency or agencies, and, in states with educator licensing examinations and required pass rates, the unit's summary pass rate meets or exceeds the required state pass rate.

7.1 The most recent state approval letters, including or appended by a list of approved programs. If any program is not approved, the unit must provide a statement that it is not currently accepting new applicants into the non-approved program(s). For programs that are approved with qualifications or are pending approval, the unit must describe how it will bring the program(s) into compliance.

7.2 Documentation submitted to the state for Title II Higher Education Act reports, indicating that the unit's summary pass rate on state licensure examinations meets or exceeds the required state pass rate. If the required state pass rate is not evident on this documentation, it should be provided on a separate page. (This provision does not apply to units in states without examination requirements or required pass rates for licensure.)

Precondition #8. The institution/organization is accredited, without probation or an equivalent status, by the appropriate institutional/organizational accrediting agency recognized by the U.S. Department of Education.

8.1.a. Current accreditation letter and/or report that indicates institutional/organizational accreditation status.

OR

8.1.b. Providers ineligible for accreditation must submit a clean audit, a business plan, and the answers to the following questions:

1. What security measures are taken by the unit to ensure the security and integrity of student records?
2. What documentation does the unit have to demonstrate that facilities are safe, secure, and healthy?
3. What are the unit's policies that ensure the availability of information about governing board members, faculty, and administrators?
4. What are the unit's policies related to requirements for degrees, certificates, and graduation; fees and other financial obligations of students; conflicts of interest; and non-discrimination and sexual harassment?
5. What are the unit's personnel qualifications and staffing ratios for support services?
6. What are the unit's policies related to faculty tenure, grievance, and discipline?
7. What are the policies related to academic and intellectual freedoms?

8.1.c. Education-related organizations that are not higher education institutions must also submit:

1. Clean independent audits of a full set of financial statements of the legal entity offering teacher education programs for the three years prior to submission of a program proposal which provide evidence regarding compliance with these preconditions. The audits should meet the standards of the American Institute of Certified Public Accountants or other appropriate accounting standards generally accepted in the U.S.
2. The legal entity's 990 Form (non-profit organizations) or corporate income tax returns (for-profit organizations) for the past year.
3. A business plan. The business plan should include:
 - a. A business model that briefly describes the services to be delivered, the area to be served, the current and projected number of candidates, recruitment activities, a description of faculty, tuition costs, a budget narrative, etc.;
 - b. The most current approved unit budget;
 - c. Revenue and expense projections for the next two years, including funding streams, the length and percentage of funding from foundation grants, appropriated governmental funds, tuition, funds from elsewhere in the legal entity or its affiliates; costs of facility, payroll, maintenance, etc.;
 - d. A one to two page narrative describing unit revenue and expenditure projections for the next 4 years;
 - e. A one to two page narrative describing the relationship between the unit and the legal entity offering the educator preparation programs; and
 - f. If tuition based, the tuition refund policy should the transitional licensure preparation programs be discontinued by the unit.

* Adapted from NCATE. For more information, go to NCATE web page <http://www.ncate.org/institutions/preconditions.asp?ch=46#list>

Teacher Education Unit Standards*

Conceptual Framework

A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another.

Standard 1: *Candidate Knowledge, Skills, and Professional Dispositions*

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: *Assessment System and Unit Evaluation*

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: *Field Experiences and Clinical Practice*

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: *Diversity*

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Standard 5: *Faculty Qualifications, Performance, and Development*

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance.

They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: *Unit Governance and Resources*

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

* Adapted from NCATE. For more information, go to NCATE web page <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

Professional Education Core Competencies*

Transitional licensure programs may include a variety of program delivery methods including traditional for-credit courses, web-based courses, non-credit seminars/workshops, and/or other methods so long as transitional licensed teachers demonstrate progress in the acquisition of the eleven professional education core competencies, A-K, listed below. Transitional licensure programs must be designed to address the competencies in a clearly defined orientation component (A-D) and a professional development component (E-K). Transitional licensed teachers must have successfully completed the orientation component before first renewal of the transitional license.

Orientation Component (A through D). The teacher will:

- A. Know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.**

Outcomes

1. Teachers demonstrate a broad general understanding of the major concepts of the discipline they teach.
2. Teachers create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several related subject areas.
3. Teachers create opportunities for students with disabilities and those with varied cultural, linguistic, and ethnic backgrounds to participate in the general curriculum.

- B. Understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.**

Outcomes

1. Teachers use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas.
2. Teachers use reading comprehension and writing strategies in the content area and assist students in applying mathematics concepts to subject content.

3. Teachers use a wide variety of resources and methods to promote student learning.

C. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Outcomes

1. Teachers create a learning environment that is inclusive and supports positive social interaction, active engagement in learning, and self-motivation for all students.
2. Teachers organize and manage resources such as time, space, facilities, technology, activities, instructional assistants, and volunteers to engage all students in productive tasks and maximize the amount of class time spent in learning.
3. Teachers create a positive, inclusive classroom of mutual respect and support, and inquiry.

D. Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goal.

Outcomes

1. Teachers identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives.
2. Teachers align goals, objectives, units and daily lessons with Tennessee curriculum standards, national standards and student performance indicators.

Professional Development Component (E through K). The teacher will:

E. Understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

Outcomes

1. Teachers understand how learning occurs—how all students construct knowledge and acquire skills—and are able to provide learning opportunities that support their intellectual, social and personal development.

2. When making instructional decisions, teachers draw upon an in-depth knowledge of developmental progression in student physical, social, emotional, moral, and cognitive domains and recognize that students with disabilities may exhibit greater individual variation and that a disability often influences development and functioning in more than one area.
3. Teachers use this knowledge to optimize learning opportunities for each student.

F. Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Outcomes

1. Teachers understand and identify differences in student approaches to learning and performance.
2. Teachers design instruction and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs.
3. Teachers create a learning community which is inclusive and in which individual differences are respected.

G. Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Outcomes

1. Teachers understand language development, the role of language in learning, and how culture, gender, and exceptional learning needs affect communication in the classroom.
2. Teachers recognize effective verbal and nonverbal communication techniques and use them to support **all** students learning.

H. Know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

Outcomes

1. Teachers understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student learning.
 2. Teachers understand state and federal accountability requirements.
 3. Teachers select, construct and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information.
 4. Teachers develop and maintain useful records of student work and communicate progress to students, parents and other colleagues.
 5. Teachers collaborate with special education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments, based on the results of individual assessments.
- I. Continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.**

Outcomes

1. Teachers reflect on their teaching practices by continually evaluating the effect their instruction has on all students.
2. Teachers monitor teaching strategies and behavior in relation to student success and use the information to modify and revise instruction.
3. Teachers continually examine their teaching performance within the context of state and local standards and federal and state accountability requirements.
4. Teachers read professional literature, participate in professional organizations, and use other resources to support their continuing professional development.
5. Teachers know their legal and ethical responsibilities and use knowledge of educational policy, organizational, historical, and professional dimensions of classrooms and schools to guide their professional behavior.

J. Foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Outcomes

1. Teachers consult with families and teachers, and collaborate with other professionals within the school and within community agencies to foster student learning.
2. Teachers participate in collegial activities designed to make the entire school a productive learning community.
3. Teachers act as advocates for all students, advise them, recognize student problems, and seek additional help as needed and appropriate.
4. Teachers understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public.

K. Use technology and technology based resources to facilitate developmentally appropriate student learning, to enhance their professional growth and productivity, and effectively use and manage all technology available to them and explore uses of emerging resources, promoting the equitable, ethical and legal use of technology resources.

Outcomes

1. Teachers use technology and technology based resources to facilitate developmentally appropriate student learning.
2. Teachers use technology to enhance their professional growth and productivity.
3. Teachers effectively use and manage all technology available to them and explore uses of emerging resources.
4. Teachers promote the equitable, ethical and legal use of technology resources.

*Adapted from the Tennessee Professional Education Standards. For more information, go to TN DOE web page
<http://www.tennessee.gov/education/lic/doc/accttchlicstds.pdf>

Transitional License Teacher Education Program: Appendix: D

Test Requirements for Second Renewal of the Transitional License¹

| Endorsement Code/Title | Test Code/Title: Test(s) that Must be PASSED for Second Renewal of Transitional License | Passing Score |
|---|--|---------------|
| 448/Agriculture Education (7-12) | 0700/Agriculture | 530 |
| 427/Art (Visual Arts K-12) | 0133/Art:Content Knowledge | 150 |
| | Choice of: 0132/Art: Content Traditions, Criticism & Aesthetics | 140 |
| | OR 0131/Art Making | 155 |
| 415/Biology (7-12) | 0235/Biology: Content Knowledge | 148 |
| | Choice of: 0233/Biology: Cont. Essays | 146 |
| | OR 0433/General Science: Content Essays | 130 |
| 474/Business Education (7-12) | 0100/Business Education | 570 |
| 416/Chemistry (7-12) | 0245/Chemistry: Content Knowledge | 152 |
| | 0431/General Science: Cont. Know., Part 1 | 145 |
| 467/Early Childhood Education (PreK-3) | 0014/Elementary Education: Content Knowledge | 140 |
| | 0201/Reading Across Curriculum: Elementary | 151 |
| 468/ Early Development & Learning (PreK-K) | 0021/Education of Young Children | 155 |
| | 0014/Elementary Education: Content Knowledge | 140 |
| 418/Earth Science (7-12) | 0571/Earth and Space Science: Content Knowledge | 146 |
| | 0431/Gen. Science: Cont. Know., Part 1 | 145 |
| 424/Economics (7-12) | 0910/Economics | 530 |
| 499/Elementary (K-6) | 0201/Reading Across Curriculum: Elementary | 151 |
| | 0014/Elementary Educ.: Content Knowledge | 140 |
| 407/English (7-12) | 0041/English Lang., Lit., Comp.: Content Knowledge | 157 |
| 490/English as a 2 nd Language (PreK-12) | 0360/English to Speakers of Other Languages | 530 |

| Endorsement Code/Title | Test Code/Title: Test(s) that Must be PASSED for Second Renewal of Transitional License | Passing Score |
|--|--|---------------|
| 450/Family & Consumer Sciences (5-12) | 0121/Family & Consumer Sciences | 157 |
| 411/French (7-12) | 0173/French: Content Knowledge | 160 |
| 491/French (PreK-12) | 0171/French: Productive Language Skills | 165 |
| 422/Geography (7-12) | 0920/Geography | 580 |
| 412/German (7-12) | 0181/German: Content Knowledge | 149 |
| 492/German (PreK-12) | | |
| 423/Government (7-12) | 0930/Government/Political Science | 600 |
| 419/Health & Wellness (K-12) | 0550/Health Education | 570 |
| 421/History (7-12) | 0941/World and U.S. History: Content Knowledge | 136 |
| 410/Latin (7-12) | | |
| 493/Latin (PreK-12) | 0600/Latin | 540 |
| 473/Library Information Specialist (PreK-12) | 0311/Library Media Specialist | 600 |
| 472/Marketing (7-12) | 0561/Marketing Education | 160 |
| 413/Mathematics (7-12) | 0061/Mathematics: Content Knowledge | 136 |
| 440/Middle Grades (4-8) | 0146/Middle School: Content Knowledge | 150 |
| | 0201/Reading Across Curriculum: Elementary | 151 |
| 428/ Vocal/General Music (K-12) | 0113/Music: Content Knowledge | 150 |
| 429/ Instrumental/ General Music (K-12) | | |
| 420/Physical Education (K-12) | 0091/Physical Education: Content Knowledge | 152 |
| 417/Physics (7-12) | 0265/Physics: Content Knowledge | 144 |
| | Choice of: 0262/Physics: Content Essays | 135 |
| | OR 0433/General Science: Content Essays | 130 |
| 426/Psychology (9-12) | 0390/Psychology | 560 |
| 487/School Counselor (PreK-12) | 0420/School Guidance and Counseling ² | 580 |
| 425/Sociology (9-12) | 0950/Sociology | 540 |
| | | |

| Endorsement Code/Title | Test Code/Title: Test(s) that Must be PASSED for Second Renewal of Transitional License | Passing Score |
|---|---|---------------|
| 409/Spanish (7-12) 495/Spanish (PreK-12) | 0191/Spanish: Content Knowledge 0192/Spanish: Productive Language Skills | 152 154 |
| 461/SPED-Comprehensive (K-12) | 0353/Education of Exceptional Student: Core Content Knowledge 0201/Reading Across Curriculum: Elementary | 144 151 |
| 459/SPED-ECE (PreK-3) | 0353 Education of Exceptional Student: Core Content Knowledge 0201/Reading Across Curriculum: Elementary | 144 151 |
| 463/SPED-Hearing (PreK-12) | 0353/Education of Exceptional Student: Core Content Knowledge 0201/Reading Across Curriculum: Elementary | 144 151 |
| 460/SPED-Modified (K-12) | 0353/Education of Exceptional Student: Core Content Knowledge 0201/Reading Across Curriculum: Elementary | 144 151 |
| 462/SPED-Vision (PreK-12) | 0353/Education of Exceptional Student: Core Content Knowledge 0201/Reading Across Curriculum: Elementary | 144 151 |
| 408/Speech Communications (7-12) | 0221/Speech Communications | 570 |
| 477/Technology Education (5-12) | 0050/Technology Education | 580 |
| 405/Theatre (K-12) | 0640/Theatre | 610 |

1 Test requirements and passing scores are subject to change.

2 For School Counselors, test requirements for renewal are not applicable (N/A). Renewal requirements are included in the Program Implementation Standards associated with the School Counselor Licensure Standards.

**Additional Endorsement Standards
Requirements for Adding Endorsements
To a Teacher's License**

Date Standards Adopted or Most Recent Revision: July 31, 2009
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: TBA

Specific Requirements

1. General Education: Candidates for additional endorsements, having attained a baccalaureate from an accredited institution and a teacher license, have met the general education requirements for teacher licensure.
2. Professional Education: Candidates for additional endorsements, having attained a baccalaureate degree from an accredited institution and a teacher license, have met the professional education requirements for teacher licensure.
3. Specific Additional Endorsement Areas: Candidates for additional endorsements will meet the following requirements:
 - a. The addition of endorsements in art, music, theater, physical education, health and wellness, and special education will not exceed 30 semester hours.
 - b. The addition of endorsements in early childhood education, elementary education, and middle grades education will not exceed 30 semester hours, with the following exceptions:
 - (1) The addition of early childhood education will not exceed 21 semester hours for candidates who hold endorsements in middle grades education.
 - (2) The addition of early childhood education will not exceed 21 semester hours for candidates who hold endorsements in elementary education.
 - (3) The addition of middle grades education will not exceed 21 semester hours for candidates who hold endorsements in elementary education or secondary education.
 - c. The addition of a gifted education endorsement will not exceed 15 semester hours.
 - d. The addition of a secondary endorsement(s) (7-12, 5-12, 9-12) to a license that includes at least one secondary endorsement can be accomplished by submitting a completed application and evidence of a passing score(s) on the required Praxis II Content Specialty test(s) to the State Department of Education.
4. Specialty Area Knowledge and Skills in Determining Course Work: The institution will use the applicable knowledge and skills of teaching in the specialty area as a

focus for determining a program of study for the additional endorsement. In determining the exact course work to be required for each candidate, the institution will consider previous course work and relevant experiences in lieu of specialty course work. In some cases, no course work may be needed or required.

These specifications regarding course work for the additional endorsement area do not apply to individuals seeking initial licensure, individuals who hold an occupational education license and who seek a regular license, nor individuals who hold a license and who seek another endorsement for which a Master's degree is required.

5. Teaching Specialty Area Core Requirements in Science and Social Studies: Candidates for additional endorsements in the areas of science or social studies, having attained a baccalaureate from an accredited institution and having attained a teacher license, shall not be required to meet the science and social studies core requirements respectively.
6. Field Experiences: The candidate may need to have additional supervised field experience in the additional endorsement area. Field experiences may be obtained in a variety of ways. (Note: Because additional endorsements apply to licensed educators [notwithstanding guideline 5 below], an enhanced student teaching semester or a year-long internship will not be required.)
7. Licensure Examinations: Candidates shall be required to achieve the minimum passing score(s) on specialty test(s) required for each additional endorsement area sought.

Implementation Standards

1. Institutions of higher education will determine an individualized program for candidates seeking additional endorsements. Institutions will determine what course work and/or field experiences are needed by individual candidates. In evaluating for knowledge and skills, the institution will undertake one or more of the following:
 - a. An examination of the candidate's transcript,
 - b. An examination of the candidate's self assessment and portfolio,
 - c. An examination of the candidate's professional experience and competence in the knowledge and skills as verified by an employer,
 - d. Opportunities for candidates to test out of courses if appropriate, and
 - e. Administration of other tests or assessments of the knowledge and skills deemed appropriate by the institution.
2. The candidate's prior or current teaching experience may count as field experience. The institution will consider:

- a. When the teaching experience occurred,
 - b. In what specialty area the teaching experience occurred,
 - c. Whether the candidate received appropriate supervision and support, and
 - d. The results of the local evaluation or other assessment of the candidate's performance.
3. Institutions of higher education will verify completion of the appropriate course requirements to the State Department of Education.
 4. An institution must offer an approved program for initial endorsement in order to offer the program for additional endorsement (with the exception of the additional endorsements in Geography 7-12, Marketing 7-12, ESL PreK-12, and Gifted Education PreK-12). Institutions which offer programs for additional endorsement must submit to the State Department of Education a list of specialty areas in which additional endorsements are offered and a description of the processes used by the institution to assess the individual candidates to determine needed coursework.
 5. Candidates who need to take courses for additional endorsements at an institution other than the recommending institution may do so provided the candidate receives prior written approval from the verifying institution. Institutions will exercise a good faith effort to accept course work from other institutions.
 6. Teachers who are licensed in Tennessee and who complete programs of study for additional endorsements at institutions in other states may be recommended by the out-of-state institution to the State Department of Education for additional endorsements.
 7. Candidates who have attained a baccalaureate from an accredited institution and a teaching license from another state and who seek initial licensure or an additional endorsement on a Tennessee teacher license shall be considered to have met the general education requirements and professional education requirements on the same basis as Tennessee candidates.
 8. Teachers who are licensed in Tennessee or in another state or who have completed a teacher preparation program in a teaching area covering a grade span that is more narrow than the comparable Tennessee K-12 or PreK-12 teaching endorsement, shall be awarded the Tennessee endorsement provided that at least one of the following conditions has been met:
 - a. The applicant has at least one year of documented successful teaching experience in the grade span not covered by the existing endorsement in a school approved by the appropriate state governing body and a positive recommendation from the school system, or

- b. The applicant has six hours of course work in current content in the teaching area in the grade span not covered by the existing endorsement.

The applicant will apply directly to the State Department of Education for the endorsement.

9. This policy becomes effective for candidates who apply for additional endorsements September 1, 2009.

Approval of Teacher Education Programs And Professional Education Units in Tennessee

Date Standards Adopted or Most Recent Revision: 1988
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: Current

I. Overview of General Requirements

The Teacher Education Policy adopted by the Tennessee State Board of Education in January, 1988, calls for a multidimensional approach to the program approval process that includes the following requirements:

- successful completion of review of the teacher education unit using accreditation standards of the National Council for Accreditation of Teacher Education (NCATE);
- successful completion of review of specialty area programs using state licensure standards and guidelines;
- satisfactory performance by teacher candidates prior to licensure; and
- satisfactory performance by teacher education program graduates in performance evaluation systems designed to assess the performance of probationary and apprentice teachers.

In light of the above requirements, Tennessee sought and became an NCATE affiliated state in 1989. The State/NCATE partnership provides that Tennessee will conduct reviews of all teacher education institutions in a manner consistent and compatible with NCATE. All reviewed institutions are expected to address not only programs for teacher preparation, but all programs, initial and advanced, for all school personnel. The state expects all institutions to meet NCATE unit standards and guidelines for both initial and advanced programs.

According to the State/NCATE partnership agreement, the state assumes a primary role in stipulating standards and guidelines for specialty area programs. Curriculum frameworks reflecting the licensure standards adopted by the State Board of Education, since November, 1988, are in place at all institutions of higher education seeking state approval. State teams who are trained in the State Board's licensure standards and guidelines conduct reviews to insure licensure requirements are met.

If an institution is seeking first-time NCATE accreditation and first-time program approval, two separate teams conduct the review. One team is appointed by NCATE to address unit standards; the other team is appointed by the state to address state standards and guidelines for specialty area programs. For institutions seeking state approval only, an appropriately

composed single team is assigned to insure a thorough review of both NCATE standards for the unit and state standards for specialty area programs.

As Tennessee developed a new and comprehensive state policy and standards and guidelines in anticipation of becoming an NCATE partner state, a thorough analysis of current state unit standards and NCATE unit standards occurred, and a high degree of compatibility was found to exist between the two. Consequently, Tennessee relinquished its review of state unit standards in acceptance of NCATE unit standards, thereby eliminating duplication of effort.

In addition, Tennessee conducted an analysis comparing state specialty area standards and guidelines with NCATE approved Specialty Professional Association (SPA) standards. These findings also reflected a high degree of compatibility between the two but favored the state in terms of specific program knowledge and skills and guidelines responsive to the achievement of statewide goals and programs. Further, Tennessee is committed to on-site review of specialty areas in accordance with its established processes to assure quality teacher preparation programs.

All professional education programs must be offered by institutions of higher education that have received Southern Association of Colleges and Schools accreditation.

II. Guiding Principles

A. Team Composition and Procedures

1. Under the Tennessee/NCATE partnership, the unit review team uses NCATE standards and follows established NCATE procedures regarding the chair, membership, training, function, and size. This team is appointed by NCATE for institutions seeking NCATE accreditation and by the state for institutions not seeking NCATE accreditation. At least one staff member, appointed by the Office of Teacher Education and Accreditation, is assigned as site consultant and liaison to the site team(s) during the evaluation visit.
2. The state team for specialty area program review follows established state procedures using state standards and guidelines. These procedures parallel NCATE procedures.
3. State team members are appointed by the Office of Teacher Education and Accreditation from a cadre of state examiners, a pool of experienced professionals trained to serve on visitation teams. Team members have knowledge of both the state and NCATE processes and standards. Team membership is balanced to include representatives from public schools, institutions of higher education, and other groups.

4. The rationale for use of in-state team members to review specialty area programs is derived from the state's commitment to a knowledge and skill-based approach to the program approval process. The process is two-fold: a paper review process and an on-site review of specialty area programs using knowledge and skills that meet the unique requirements of state programs.
5. The team size varies as appropriate and adequate for the size of the institution in terms of the number, scope, and levels of programs submitted for approval.
6. A copy of prior program approval status for the unit and specialty area programs will be available to NCATE and state teams.
7. For first-time State/NCATE visits, the two teams vote separately. Information gathered by the state team is available to the NCATE team, and, in turn, the relevant information gathered by the NCATE team is available to the state team. For institutions seeking NCATE accreditation, the state accepts the unit review results from the nationally appointed NCATE team and NCATE Unit Approval Board.
8. A liaison is designated by the Director of the Office of Teacher Education and Accreditation to represent the State Department of Education for all visits. This individual provides technical assistance to the institution in preparation for the visit and works cooperatively with the institution and NCATE for NCATE accredited institutions in arranging for concurrent NCATE and state on-site visits. In addition, the assigned liaison person supports the work of the state team to include assistance in team orientation, the fact finding process, and final report preparation (editing only).

B. Relationships between NCATE and State Guidelines

1. The NCATE approved standards of SPAs were analyzed and are addressed within existing state licensure standards and induction guidelines. Tennessee will continue efforts to relate national professional guidelines to its standards and guidelines.

C. Approval

1. The Commissioner's Advisory Committee for Unit and Program Approval reviews the institutional report, rejoinder, state team report, the NCATE team report, and information pertaining to the performance of graduates. The committee recommends action relative to approval status to the Commissioner of Education who recommends final action to the State Board of Education.

2. Final approval action by the State Board of Education is transmitted by letter via the Commissioner of Education to the head of the institution of higher education.
 3. The letter indicates the action of the State Board of Education regarding approval status of all specialty area programs for NCATE institutions. For non-NCATE institutions, it indicates approval status for specialty area programs as well as approval status for the unit.
- D. State Policy Related to Graduates of Nationally Accredited Programs in Other States
1. The state policy regarding reciprocity is set forth in State Board of Education rule 0520-2-4-.01 (10).

III. Procedures For Evaluation of Teacher Preparation Programs

A. Official Communications

1. The State Department of Education, Office of Teacher Education and Accreditation, is responsible for periodic communications with each institution of higher education to define and update the accreditation or approval status of the institution's teacher education unit and the program approval status of the specialty area programs offered by the institution.
2. Official communication is directed to the Dean, Director, or Chair of the teacher education unit with copies going to the President and to the Chief Academic Officer. It is the responsibility of the Dean, Director, or Chair of each teacher education unit to disseminate the information to the respective and appropriate administrative units of the institution: colleges, schools, departments, and offices.

B. Review Processes: First-time and Continuing Program Approval

1. The Office of Teacher Education and Accreditation conducts a preliminary paper review process by which the specific licensure requirements for each specialty area program are analyzed with respect to their adequacy and congruence with corresponding standards of the state. The Office selects, trains, and assigns individuals for this purpose from the State Department of Education's specialty area professional staff.
2. For institutions seeking accreditation by NCATE, the analysis of the program folios in NCATE approved specialty areas may be made by NCATE as part of the institutional report on

preconditions or the program paper review may be conducted by the state only.

3. For institutions seeking accreditation by NCATE, the analysis of the institutional report on preconditions is made by NCATE, except for those program areas for which there are no NCATE approved SPA standards.
4. Following the initial paper review by Department of Education area specialists, the institution receives a letter from the Office of Teacher Education and Accreditation extending conditional approval for the institution to proceed with implementation of the specialty area program until an on-site visit by a state team of examiners occurs. If the paper review indicates that the program is not in conformity with state licensure standards and guidelines, the institution receives a non-conditional approval letter and is encouraged to revise and re-submit the program.
5. Approved institutions which initiate new programs involving substantial and/or substantive changes during the interim between scheduled site visits are required to submit such programs for review to the Director of Teacher Education and Accreditation. A site visit is conducted by the state if needed, as determined after the initial paper review. If positively reviewed, such programs may be granted conditional approval for the period extending until the next scheduled team visit. Substantial and/or substantive changes include changes in purpose, programs, scope, location, ownership, level of operation and instructional delivery systems. Examples are development of new programs, significant changes in existing programs, and delivery of existing or new programs at off-campus sites. Substantial and/or substantive changes typically include those defined as such by the Commission on Colleges of the Southern Association of Colleges and Schools.
6. It is the policy of the State of Tennessee that programs offered off campus meet the same high standards included in the approval process for on-campus programs.
7. An annual report is required for continuing program approval. The report is sent to the Office of Teacher Education and Accreditation in accordance with a format common to NCATE/AACTE annual reports.

C. Appointment of the team

1. For institutions seeking first-time NCATE accreditation:
 - a. NCATE selects the unit team and the Office of Teacher Education and Accreditation selects and appoints a team

of state examiners appropriate to the number and type of specialty area programs offered by the institution.

- b. The two teams conduct the visit concurrently and cooperatively with each using information derived from the other. The NCATE team's focus is on unit standards; the state team's focus is on specialty area programs.
- c. The NCATE team has a chair and a co-chair appointed by NCATE. The state team chair and co-chair are appointed by the Office of Teacher Education and Accreditation.
- d. The size of the NCATE team is five to six, depending upon the institution's program scope. The size of the state team depends upon the size of the institution and number of programs to be evaluated.

2. For non-NCATE institutions:

- a. The Office of Teacher Education and Accreditation appoints the team, composed of state examiners who review both the unit and the specialty area programs, and appoints a chair and co-chair.
- b. The size of the state team is determined by institutional size and program scope. Typically, a team for unit and program review ranges from five to seven members.

3. State Examiners

- a. State examiners are recommended by the Office of Teacher Education and Accreditation and appointed by the Commissioner of Education to include members representing the following constituencies. Proportionate representation among these groups is maintained:
 - (1) Tennessee Education Association
 - (2) Tennessee Association for Colleges of Teacher Education
 - (3) Other groups, to include:
 - School administrators
(superintendents, supervisors and principals)
 - School board members
 - Specialty group members (higher education faculty and K-12 practitioners in the specialty areas)
 - Others: Appropriate state agency personnel
- b. Appointments are for a three year term. Members may serve one additional consecutive term if renominated and reappointed in the manner prescribed for membership.

Individuals previously appointed may not be reappointed earlier than two years after having completed their last eligible term. Vacancies may be filled as they occur in a manner consistent with the provisions for initial appointments.

- c. Additional members may be appointed by the Commissioner of Education upon recommendations of the Office of Teacher Education and Accreditation. Proportionate representatives among the three groups will be maintained.
- d. As part of the application/nomination process for service as a state examiner, a letter must be sent by the individual's employer indicating a willingness to permit the individual to be released from the work assignment to participate in up to two site visits a year without penalty.
- e. All state examiners and staff members of the Tennessee Department of Education responsible for teacher education and approval of teacher education programs are trained by NCATE staff or trained under NCATE staff supervision with regard to unit approval standards and procedures.

D. First-time On Campus Visit

- 1. At least one staff member designated by the Office of Teacher Education and Accreditation is assigned as support staff and liaison during the visits.
- 2. For state-only visits, the team reviews self-study materials prepared by the institution of higher education and conducts an on-campus evaluation to determine whether standards have been met for the approval of the institution's teacher education unit and specialty area programs. The team reviews the materials prepared in the preliminary paper review process.
- 3. For concurrent State/NCATE visits, NCATE team members are responsible for investigations of unit credibility and state examiners are responsible for investigations of specialty area programs and other special conditions mandated by the state. Each team votes separately, but freely utilizes pertinent information and findings from the other team.
- 4. The State Department of Education assumes responsibility for expenses of team members who are employees of the State Department of Education. Expenses for all other team members, whether state appointed team members or NCATE team members, are paid by the institution being visited. In the case of NCATE appointed teams, reimbursement is made by the

institution being visited in a manner consistent with NCATE guidelines.

5. The Office of Teacher Education and Accreditation is responsible for maintaining adequate written communications regarding all visit schedules.

E. Preparation of the Evaluation Report

1. For state-only visits, the staff liaison person designated by the Office of Teacher Education and Accreditation collects written evaluations from each team member. The draft report is typed and edited by the Office of Teacher Education and Accreditation in collaboration with the team chair. The final report of the evaluation team is submitted to the institution by the Director, Office of Teacher Education and Accreditation within 40-50 days of the conclusion of the on-site visit.
2. For State/NCATE visits, the NCATE report is compiled by the team chair and sent to NCATE and the Office of Teacher Education and Accreditation. The state report is typed and edited by the Office of Teacher Education and Accreditation and sent to the institution within 40-50 days. NCATE sends a copy of its report to the Office of Teacher Education and Accreditation and the institution within 30 days of the conclusion of the on-campus visit.

F. Institutional Response

1. For state-only visits, the institution is expected to provide a written response to the team report within 30 days of receipt of the report. The response should address the NCATE standards section related to unit accreditation and the specialty area program approval standards section. The report is sent to the Office of Teacher Education and Accreditation.
2. For State/NCATE visits, institutions send their written responses to NCATE standards to NCATE and the responses to state program approval standards to the Office of Teacher Education and Accreditation within 30 days of receipt of the report.

G. Official Action by the State Board of Education

1. The Director of the Office of Teacher Education and Accreditation forwards to the Commissioner's Advisory Committee for Unit and Program Approval the reports and materials constituting the institutional self study, the report of the evaluation team, and the institutional response to the evaluation report.

2. The Committee reviews these materials and prepares recommendations for consideration by the Commissioner of Education. The Committee makes one of three recommendations: full approval, approval with stipulations, or denial of approval.
3. For institutions participating in national accreditation, the Committee accepts the NCATE decision with respect to the institutional unit for teacher education, but makes its own recommendations about the specialty area programs offered by the institution.
4. Final determination regarding approval of the teacher education unit and the specialty area programs is recommended by the Commissioner of Education and communicated by the Commissioner or designee to the State Board of Education.
5. The State Board of Education takes formal action upon the Commissioner's recommendation regarding approval status.

H. Consequences of Official Action by the State Board of Education

1. For all institutions, program approval is issued in one of the following ways:
 - a. Full approval of first-time or continuing approval is unequivocal, but may be accompanied by statements of weakness. All institutions must report annually data required by the Department of Education and the report will address progress on weaknesses cited in the action letter. For NCATE accredited institutions, this progress is reviewed by NCATE's Unit Accreditation Board three years after the visit to determine the viability of full accreditation status. For non-NCATE institutions, this progress is reviewed by the Commissioner's Advisory Committee for Unit and Program Approval.
 - b. Approval with stipulations for first-time or continuing approval specifies critical deficiencies that must be addressed by the institution prior to the granting of full approval along with a time frame for overcoming these critical deficiencies. Full approval may be granted if the identified critical deficiencies are corrected within the stipulated timeline. NCATE or the state (for non-NCATE institutions) specifies the period of time in which the institution must correct the critical deficiencies identified in the action letter. If the critical deficiencies are not corrected within the specified timeline, the institution's approval is revoked. For NCATE accredited institutions, the period during which an institution is accredited with

stipulations is noted in the NCATE Annual List of Accredited Institutions.

- c. Denial of approval prohibits first-time approval of the professional education unit.
 - d. Revocation of approval terminates the current approval.
2. State approval with stipulations may be extended for no more than three years. If return visits are required, these will be at the institution's expense. An initial twelve-month extension may be granted for an additional year at a time if sufficient progress has been made during the initial extension to merit such additional extension, provided the extension does not exceed the three-year period. Following a visit occurring at the end of a three-year period of extension, there are two options: full approval or denial of approval. The Commissioner's Advisory Committee for Unit and Program Approval makes a recommendation to the Commissioner of Education, who makes a recommendation to the State Board of Education. If approval is denied, candidates need to be alerted as early as possible. If approval is denied, the following will occur:
- a. State approval for all licensure programs will be withdrawn.
 - b. No additional students may be admitted effective immediately.
 - c. The institution must inform candidates that only those who successfully complete their licensure programs within six calendar months immediately following denial of approval will receive licensure.
 - d. All other candidates seeking Tennessee licensure or rank changes must transfer to an approved program at another institution in order to receive such.
 - e. An institution may reapply for first-time approval after a period of at least three years.
3. For institutions seeking state approval only, if the State Board of Education has approved a recommendation to deny approval, the institution receives a notice of denial that provides one year to correct deficiencies. Candidates who satisfactorily complete their programs of study during the twelve months covered by the notice of denial receive the appropriate licensure/rank upon the institution's recommendation. Before the end of the twelve months, staff of the Tennessee Department of Education conduct a site visit.

4. In the event an institution seeking NCATE accreditation receives negative team findings on either or both national accreditation standards and state program standards, the State Board of Education may extend approval for one year if there are substantial reasons for doing so. After one year, the state sends in a team to determine the progress made toward removing the stated inadequacies. No more than two additional one year extensions may be granted, after which state approval is withdrawn.

I. Public Disclosure

After all unit and specialty area program approval decisions have become final, the Office of Teacher Education and Accreditation provides an appropriate means of public disclosure which includes all essential information relative to the unit and specialty area programs including standards not met, strengths and weaknesses, dates of approval or denial, and specific listings of approved specialty area programs. In any instance in which an institution is denied full approval, notification by the institution must be provided to candidates as soon as possible.

J. Review Process

The recommendations for unit or program approval from the Commissioner of Education are sent to the institution at least 45 days prior to a regularly scheduled meeting of the Board. The State Department of Education also sends the recommendation and a complete set of the documentation and findings upon which the recommendation is based to the State Board of Education at least 30 days prior to the Board's regularly scheduled meeting.

An institution may submit in writing to the executive director of the State Board of Education a request for review of a recommendation for denial of unit or program approval. A request for review must include the specific reasons and full documentation. The request must be received at least 30 days prior to the regularly scheduled Board meeting at which the recommendation is to be considered.

A request for review of a recommendation of the Commissioner of Education for denial of unit and program approval may be made only on the grounds that prescribed standards were disregarded or stated procedures not followed. The institution will have an opportunity to appear and present its request at the regularly scheduled meeting of the State Board of Education at which the recommendation is considered. The Board will take action on the recommendation at that meeting.

K. State Department of Education Follow Up and Continuing Approval

1. The follow up procedures for continuing state approval and continuing NCATE accreditation will be closely coordinated. After an institution has achieved approval under the new regulations, periodic on-site reviews, annual reports, and updates of prior institutional reports and program descriptions will provide the basis for continuing state approval.
2. The institutions submit an annual report to the Office of Teacher Education and Accreditation staff for use in determining the continuing status of all teacher education programs. This annual report contains information parallel to that provided to AACTE and NCATE with an addendum providing state specific data. Particular attention is given to insure the following information is provided:
 - a. recruitment, graduation and placement rates in teacher education including minority teacher candidates;
 - b. academic measures of teacher education graduates, including GPA and test scores;
 - c. school system feedback on the performance of graduates during probationary and apprentice years using results from local evaluations;
 - d. feedback from graduates using a common instrument; and
 - e. faculty involvement in schools.
3. Three years after an on-site visit, a review of an institution's data bank records is conducted. The review of the unit is conducted by NCATE for NCATE accredited institutions with a copy of the review report sent to the Office of Teacher Education and Accreditation. For state approved institutions (non-NCATE), the review of the unit is conducted by the Office of Teacher Education and Accreditation staff.
4. These reviews of data bank records provide evidence necessary to determine continuing program approval. If continuing approval is determined to be questionable, the Office of Teacher Education and Accreditation staff will visit the institution to determine whether a full program approval visit should take place, or whether a recommendation for continuing approval with stipulations should be made to the State Board of Education.

L. Continuing Approval

Seven years after an institution receives first-time program approval, the institution is reviewed for continuing approval.

1. NCATE Accredited Institutions.

- a. Team. Institutions seeking continuing accreditation by NCATE are visited by one joint state/NCATE team in which the NCATE Board of Examiners members, together with the State Board of Examiners members, decide whether NCATE's unit standards are met and respond to specific state requirements as determined by the state agency.
 - (i) NCATE and state team members participate in a training session on NCATE standards and procedures. State team members are trained regarding state requirements. NCATE team members participate in an orientation session regarding state requirements.
 - (ii) Teams may be smaller in size than teams selected for first-time program approval visits. The number of state members on the joint team will be at least one less than the number of NCATE's Board of Examiners members.
- b. Standards. NCATE standards are applied to the professional education unit and state standards are applied to specific program areas.
 - (i) Institutions are not required to prepare program curriculum folios which respond to the NCATE-SPA standards, but may do so if they wish national recognition of their programs. A program that is approved by the national specialty organization will be nationally recognized. (Also, if the state's program standards have been approved by the relevant SPA, the program will be nationally recognized.)
 - (ii) In addition to examining the overall health of the unit, the state members of the team examine new licensure programs, programs that have been substantially revised since the previous approval visit, weaknesses identified in a previous approval visit, and the institution's response to any changes in state requirements. The NCATE team members do not vote on individual licensure programs.
- c. Institutional Report. Institutions prepare one report in the format prescribed by NCATE.

- (i) The report includes a response to state requirements for any new licensure programs that have been implemented and programs that have been substantially revised since the previous approval visit.
- (ii) The report includes a response to state requirements that have changed since the previous approval visit.

2. State Approved Institutions

- a. Team. Institutions which do not seek NCATE accreditation are visited by a state team in which the State Board of Examiners members decide whether NCATE's unit standards are met and respond to specific state requirements.
 - (i) State team members are trained regarding NCATE standards and procedures and state requirements.
 - (ii) Teams may be smaller in size than teams selected for first-time program approval visits.
- b. Standards. NCATE standards are applied to the professional education unit and state standards are applied to specific program areas.
 - (i) In addition to examining the unit, state team members examine new licensure programs, programs that have been substantially revised since the previous program approval visit, weaknesses identified in a previous approval visit, and the institution's response to any changes in state requirements.
- c. Institutional Report. Institutions prepare one report in the format prescribed by the Office of Teacher Education and Accreditation.
 - (i) The report will comply with NCATE guidelines for preparing a report that addresses the NCATE standards.
 - (ii) The report includes a response to state requirements for any new licensure programs that have been implemented and programs that have been substantially revised since the previous approval visit.
 - (iii) The report includes a response to state requirements that have changed since the previous approval visit.

IV. Preparation Guidelines For Institutions of Higher Education Seeking Accreditation/Program Approval

A. Advance Planning

Both the teacher education governance unit of the institution and the State Department of Education Office of Teacher Education and Accreditation are responsible for regular communication and liaison with respect to the regulations and procedures relating to teacher preparation. The teacher education unit reports progress and status by means of the annual report.

B. Pre-conditions for Unit Accreditation

Eighteen months prior to the scheduled campus visit, the teacher education institution submits information documenting fulfillment of preconditions for accreditation of the unit to NCATE.

C. Standards for Unit Accreditation or State Approval

1. Four to eight weeks prior to the scheduled campus visit of the evaluation team, the institution of higher education prepares and submits a written narrative (Institutional Report) that shows how the institution is meeting the NCATE standards, specific state standards, and state specialty area program requirements.
2. If courses or programs are offered in off-campus settings, faculty, facilities, resources, and requirements must be similar to programs offered on-campus. The institution should provide the same evidence of quality to show that standards are met in off-campus arrangements.

D. Teacher Preparation Program Descriptions

1. Prior to the scheduled on-campus evaluation visit, the institution of higher education prepares and submits to the Office of Teacher Education and Accreditation, for each conditionally approved specialty area program for which the institution of higher education is seeking approval, the following:
 - a. a concise description of the program indicating how any specific guidelines are met in the curriculum
 - b. a matrix that correlates the standards and guidelines of the state with the required courses and experiences in the program
 - c. a program of study listing the course work and number of hours for each course in the general education core, the professional education core, and the major

- d. brief course descriptions for all course work listed on the matrix.

E. Assembly of Records and Files for the Evaluation Team

The institution of higher education assembles for the team the evidence which supplement the institutional report and which may serve as further documentation.

F. Accommodations for the Evaluation Team

The institution of higher education provides a suitable workroom for the exclusive use of the team for the days and evenings of the visit in accordance with NCATE Guidelines.

G. The Visit

1. The on-campus visit normally extends from Sunday afternoon through Wednesday noon. The template for the NCATE visit is adhered to for both State/NCATE and state-only visits. Reasonable adaptations are made, as needed, to incorporate the state program review process within the template. The Office of Teacher Education and Accreditation liaison person, usually on Sunday afternoon, reviews the Tennessee standards to orient the NCATE team members on a State/NCATE institution visit.
2. The teams also visit off-campus sites where the institution regularly offers courses and programs. If additional time is required for visiting off-campus sites, the team chairs, the institution, and the Office of Teacher Education and Accreditation will negotiate special arrangements.
3. The on-site evaluation process ends with an informal exit report around noon on Wednesday. This report is made by the team chairs and co-chairs to the head of the unit and NCATE coordinator. Since the institution will respond in writing to the team's report, there is no discussion at the time of the completion of the visit.

V. Commissioner's Advisory Committee For Unit And Program Approval

A. The Commissioner's Advisory Committee for Unit and Program Approval is a committee of the State Department of Education appointed by the Commissioner. At least seven members representing parity among the following three categories are placed on this Committee:

1. Tennessee Education Association
2. Tennessee Association for Colleges of Teacher Education
3. Other groups, to include:
School administrators (superintendents, supervisors and principals)

School board members
Specialty group members (higher education faculty and K-12
practitioners in the specialty areas)
Others: Appropriate state agency personnel

- B. Appointments are for a period of three years. Members may serve one additional consecutive term if renominated and reappointed in the manner described for membership. Individuals may be appointed to the board for additional terms only after a lapse in membership of two years following the date they last served on the Committee. Vacancies will be filled as they occur in a manner consistent with provisions for initial appointment.
- C. All members of the Committee will be trained by NCATE or trained under NCATE supervision.
- D. The Commissioner's Advisory Committee for Unit and Program Approval, in consultation with the State Department of Education, will establish a schedule of operations whereby the work flow can be handled expeditiously and with due consideration of the meeting schedule of the State Board of Education. The Director of the Office of Teacher Education and Accreditation will insure there is adequate staff support for the committee.